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ABSTRACT

Intended for use by the delegates to the second White House Conference on Library and Information Services (WHCLIS2), this issue briefing book contains national issues which have been identified at the governors' pre-White House conferences in the various states and territories. The issues have been assigned to 10 topical areas--Access, Networking, Technologies, Personnel, National Information Policies, Preservation, Training, Marketing, Services/Programs, and Governance--and the format for each issue includes the Title, the Issue Statement, Background, Questions for Discussion, and Suggested Solutions. The remainder of the format, to be completed by the delegates at the conference, will include the actual recommendation, its justification, and the implementation strategy as well as its impact on the three main themes of the conference. Notes provided for each issue refer back to the actual state recommendations used by Topic Committee members to consolidate the 1,100 recommendations submitted by the states and territories into the less than 100 issues presented in this notebook. Introductory materials include the conference agenda, recommendations and process pointers, an index to the individual issues, an index to the statistical tables which were provided on site, and the proposed conference rules. (MAB)

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The White House Conference on Library and Information Services

July 9 - 13, 1991

Issue Briefing Book

IR053804

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The White House Conference on
Library and Information Services
1991

Memo to: White House Conference Delegates/Alternates

From: Peggy O'Hare, Director, National Programs

Subject: Issue Briefing Book and Assignment Survey Form (for delegates only)

Date: May 31, 1991

Congratulations on being selected as a delegate or alternate to the National White House Conference on Library and Information Services.

I hope you share the same sense of excitement we do, and hope you know how important your role will be in Washington, July 9-13, 1991. Through your efforts the President, Congress and the people of the United States will learn how improvements to library and information services should be made as we move into the 21st Century.

ISSUE BRIEFING BOOK

This Issue Briefing Book contains national issues to be discussed by the delegates -- divided into ten topical areas. You will note that the format includes a Title, the Issue Statement, Background, Questions for Discussion, and Suggested Solutions. The remainder of the format, to be completed by the delegates at the Conference will include the actual recommendation, its justification, and the implementation strategy as well as its impact on the three main themes of the Conference. Only delegates can write recommendations as well as the items that follow. (Please see Attachment A)

Please also see the notes at the bottom of each issue. This list refers you back to the actual state recommendations used by Topic Committee members to consolidate 1,100 recommendations from the states and territories into the less than 100 issues you see here in your notebook.

There were many duplicate recommendations so when the Topic Committee members, who were very knowledgeable individuals within the topical area, met April 19-22, they attempted to consolidate the hundreds of different issues without losing any idea that was sent to the National Office.

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A copy of each state/territorial recommendation will be available to you on-site, in your topic discussion room, as well as in electronic format in the Resource Center. At any time during your discussion should you like to review those recommendations, they will be available to you.

We want to make sure that you have enough qualitative and quantitative background information to make your job as easy as possible. Please know that we have runners in each topic discussion room to help you get resource material as quickly as possible.

AGENDA AND PROCESS

Attached to this Introduction Section is the new Agenda for the White House Conference. I hope it answers any questions you may have about the process, but if you do have any questions, please call me at 1-800-942-5472.

One additional word: The charge to delegates is to actually write the recommendations to be sent to the President and Congress. You may use one or more of the suggested solutions proffered by the Topic Committees or you may start from scratch.

Please do bear in mind, however, that you will be meeting in your small topic discussion groups for a total of six hours; and in your large topic groups for a total of 4.25 hours prior to the CRC meeting to further refine your work. After the CRC meets you will receive the preliminary recommendations Friday morning for 2.5 hours to review and perhaps alter the recommendations worked on by you and other groups. The goal is for you to receive all preliminary recommendations by 6 p.m. on Friday so you will have adequate time to review them prior to Saturday's voting.

You will have as much technological and human assistance as possible to write the recommendations. Each room will have a small computer, an operator, and an LED projector to project the computer screen image onto a large screen. In addition, you will have a facilitator, a moderator, a recorder and a runner assigned to your topic group. Please use them to their fullest potential.

RECOMMENDATION FORMAT
DEFINITIONS

ISSUE

A problem or challenge which has a direct bearing on the improvement of library and information services.

BACKGROUND

Quantitative and qualitative information which helps put the issue in context. Background information includes current and proposed legislation, statistical data and history.

QUESTIONS FOR DISCUSSION

Questions that help delineate the problem very specifically and relate the solutions to public policy.

SUGGESTED SOLUTIONS

Solutions offered by states or other organizations in presenting recommendations to the WHC. These are only suggested solutions.

RECOMMENDATION

An intended action to address issues. Each topical discussion group will develop preliminary recommendations on each issue which will be forwarded to the Recommendation Development Committee to build into final recommendations. The recommendations need not be in the "whereas" format.

JUSTIFICATION

Why the recommendation is the best solution to the issue.

IMPLEMENTING STRATEGIES

Policy and program changes necessary to implement the recommendation.

IMPACT ON THE THREE THEME AREAS

How does the recommendation impact any or all of the three themes:
- Literacy: the ability to read, comprehend and communicate
- Democracy: the condition of freedom and equality
- Productivity: the capacity for physical or intellectual output

May 28, 1991

PROPOSED Agenda
White House Conference on Library and Information Services
July 9-13, 1991

Washington Convention Center
and Ramada Renaissance Techworld

Session
#

TUESDAY, JULY 9, 1991

Delegates and alternates will be arriving in Washington, DC, throughout the day. Registration and the Resource Center will be open. A special delegate lounge will be set up in the convention center for "networking." The program book, a badge, and other information will be given to each delegate and alternate. A nominal fee will be charged to observers for the registration information. Various ad hoc opportunities for interaction with other delegates/alternates and others will be available.

We hope to allow delegates (and others) an opportunity to explore Tech 2000, an interactive media gallery for hands-on experience with new computer and video technologies. Tech 2000 is adjacent to the Ramada Renaissance Techworld Hotel. In addition, various library and information services' videos will be available for viewing.

1 **A reception** for all delegates and alternates is planned from 6 p.m. - 8 p.m.

WEDNESDAY, JULY 10, 1991

2 **Continental Breakfast (7:00-8:00)**

3 **Delegate Orientation (8:00 - 9:15)**

A final delegate orientation session will be held before the pounding of the gavel to open the 1991 White House Conference on Library and Information Services. The session may include a video, handouts and various speakers.

4 **Opening Ceremony (9:30 - noon)**

During this session we anticipate a visit by the President of the United States (or his designee); the actual order of business will be altered, as necessary, to accommodate that visit. Ideally, the time-line will be as follows:

9:15 - 9:40: A military band plays as people take their seats.
9:40 - 9:45: The National Anthem is sung by Julia Wu, NCLIS Commissioner.
9:45 - 9:50: Delegates are sworn in by Charles Reid, Chair of Conference.
9:50 - 10:15: The following events take place.

(a) Gavel pounding -- Chairman Reid opens WHCLIS (1 minute).
(b) Charles Reid, Chair of Conference speaks (5 minutes).
(c) Dr. Janette Hoston Harris, District of Columbia, Director of Education (5 minutes).
(d) Richard Akeroyd, Chair of WHCAC speaks (5 minutes).
(e) Peter Young, Exec. Director of NCLIS speaks (5 minutes).
(f) Jean M. Curtis, Exec. Director, WHC speaks (5 minutes)..

10:15 – 10:45: Rules Are Adopted with Dean Blumberg as presiding Chair of Session. (introduced by Chair of Conference)
10:45 – 11:00: Introduction of President of U.S. (Chair of Conference)
11:00 – 11:30: President Bush (invited)

5 **Lunch (Noon – 1:30)**

Speaker: Chairman Reid. At this lunch all the committee people will be recognized during the last 30 minutes. Each is asked to stand for applause at the end. Advisory Committee, Commissioners, Topic Committees, etc.

6 **Keynoters (1:30 – 2:45)**

1:30 – 1:40: Chairman Reid convenes Keynote session and introduces first keynoter.
1:40 – 1:55: Keynoter on Productivity (William T. Esry, President, U.S. Sprint)
1:55 – 2:00: Chair introduces second keynoter
2:00 – 2:15: Keynote on Democracy (Congressman Major Owens)
2:15 – 2:20: Chair introduces third keynoter
2:20 – 2:35: Keynote on Literacy (Mary H. Futrell, Former Executive Director, National Education Association)

7 **Large Topic Groups (3:15 – 6:00)**

This session will be the first gathering of the delegates in their topic groups. Assumption is about 10 large working groups of about 70 delegates in each topic. Each group will be introduced to their moderator, their facilitators, and each other. Self-introductions will occur. Each delegate has selected the five topics that match their interest and they are divided into those areas to the best of our ability. Delegates will remain in their Topic Group all week.

Delegates will have the revised theme statements with all input having been gathered earlier from the 60 units. Delegates further refine the statements to reflect their consensus at this time. They will not vote on the theme statements now. The voting will occur on Friday.

In addition, the moderator of the session ("chair of the session") aided by the facilitator ("the translator of ideas") will divide the delegates into three areas for smaller topic discussion groups. Discussion Groups will begin their deliberations to refine, merge, and consolidate the issues in their group right after dinner.

At this session, another action takes place. Each large topic group will elect/select two people to serve as their topic representatives on the Conference Recommendations Committee (CRC). The CRC is composed of two members from each topic group and nine additional people selected by the Chair of the Conference. The CRC will begin their work on Thursday at 6:00 p.m. to work, perhaps all night, on the consolidation of issues to be presented back to the Topic Groups on Friday. They go back to work after Friday's lunch to prepare the final drafts of recommendations to be voted upon Saturday.

8 **Dinner (6:30 – 8:00)**

Speaker: Deborah Kaplan, World Institute on Disability

9 **Small Topic Discussions (8:30 – 10:00)**

First Session

At this session the real work of the WHC begins.

Each of the topic groups meets again, but this time they are divided into their discussion groups. There will be approximately 30 discussion groups or three discussion groups per topic. Some topics may have less, some more. Each group will work to discard, refine, merge, and wordsmith each issue presented to them. By the end of tomorrow, each group is expected to have reviewed, discussed, debated, merged, consolidated or discarded every issue in the topical discussion area and developed its preliminary recommendations (report) for that topical area.

The physical layout of each session will be a room with a conference table to seat about 23 delegates. Also participating will be a moderator, a facilitator and an operator (a paid individual who enters information onto the computers pre-loaded with the recommendations in the topical area -- using InMagic software). A recorder to capture minutes and a runner will also be assigned to each room. Perimeter chairs will be available for observers and alternates.

All delegates and alternates will have a copy of their issue briefing book which was sent to them in early June. They will work with both hard copy and computers to help them complete every page in the issue briefing book. Attached is the format which will be presented in the notebook for each and every issue. Paragraphs I – IV will have been completed by the Topic Committees and Paragraphs V– IX will be completed by the delegates on site.

THURSDAY, JULY 11, 1991

10 **Continental Breakfast (7:00 – 8:00)**

11 **Small Topic Discussions (8:00 – 9:30)**

Second Session

Continuation of the work begun the previous evening.

12 **Small Topic Discussions (10:00–11:30)**

Third Session

Continuation of above.

S

13 **Lunch (noon - 1:30)**

Speaker to come.

14 **Small Topic Discussions** (2:00 - 3:30)

Fourth and Last Session

Continuation of above.

15 **Large Topic Groups** (4:00 - 5:30)

At this meeting the entire Topic Group recaps their activities and ensures that their Topic committees are well-versed with the preliminary recommendations they want to move forward.

crc **Conference Recommendations Committee (6:00 - all night)**

Conference Recommendations Committee - a democratic representation of the delegates (plus nine people selected by the Chair of the conference) whose major responsibility is to refine all recommendations presented by the Topic Groups into final recommendations for voting by the entire delegation.

The CRC will meet for the first time at 6 p.m. to read, debate and deliberate on the preliminary recommendations presented from the Topic Groups. They will consider across topical areas which recommendations should be combined, consolidated, merged, etc. Following discussion, the CRC (or a selected subgroup from among them) will spend the rest of the night writing a first draft of the final recommendations.

16 **Reception (6:30 - 7:30)**

The delegates and alternates will visit the Library of Congress tonight.

17 **Dinner (8:00 - 10:00)**

Speaker: Mrs. Marilyn Quayle

FRIDAY, JULY 12, 1991

18 **Continental Breakfast (7:00 - 8:00).**

crc **CRC (7:00 - 8:30)**

The CRC will reconvene at 7:00 a.m. for breakfast, and a review of the work of the overnight writing team to ensure that the draft of the recommendations reflects the discussion of the previous evening.

19 **Open Forum (8:00 - 9:00)**

Chaired by Michael Farrell, NCLIS Commissioner, this session offers individuals a chance to impact the NCLIS agenda for the next decade and to voice concerns. Rules for the Open Forum are contained in the Rules for the White House Conference.

cong **Congressional Hearing (9:30-11:00)**

This hearing will provide an opportunity for individuals to present testimony to Congressman and Senators (By invitation only)

20 **Large Topic Group (9:30 - noon)**

Members of the Topic Groups reconvene to review the complete set of recommendations (from all Topic Groups) and to vote - as individual groups - on additional consolidations, mergers, changes, etc., that they wish to see. The representatives elected to the CRC continue in that role and are the ones who will take the results of these sessions back to the CRC for drafting of the final recommendations.

crc **CRC Meeting (noon - 2:00)**

CRC meets for the final time to revise the recommendations, based on comments from the Topic Groups. The final recommendations are published and distributed to all delegates by 6 p.m. that evening.

21 **Lunch (noon - 1:30)**

Speaker to come.

22 **The Great Debate (2:00 - 3:15)**

The delegates have the option of attending this session while the CRC meets and prepares the final recommendations.

Introduction:	Clem Bezold, Executive Director of the Institute for Alternative Futures.
Moderator:	Arthur Miller, Harvard University Law School.
Panelists:	Senator Albert Gore, (D-Tenn.) -- INVITED Hon. Robert W. Houk, Public Printer of the U.S. Charles McClure, PhD., Syracuse University Professor Anthony G. Oettinger, Chairman, Program on Information Resources Policy, Harvard University Amy Owen, Director, Utah State Library Division Charles Robinson, Director, Baltimore County Public Library Jack Simpson, CEO, Mead Data Central Phyllis Steckler, President, Orynx Press Don Wilson, Archivist of the U.S.

23 **Plenary (3:30 - 5:30)**

Delegates will hear the recommendations for the first time. They will also adopt the theme statements at this meeting.

24 **Dinner (6:00-8:00)**

Delegates will be able to pick up a copy of the final recommendations before they enter the Ballroom for dinner. There will be no formal speaker. This dinner is viewed as "lobbying time."

SATURDAY, JULY 13, 1991

25 **Continental Breakfast (7:00–8:00)**

26 **Recommendation Debate and Voting (9:00 – noon)**

This is the first voting session. The CRC has completed its work. All petitions have been submitted (deadline was Friday, July 12th at noon). The Chair of the Session presides. Members of the CRC actually introduce the recommendations by topic. The rules are followed on debate time. At the end of each debate, a vote is taken. At the end of the day, all recommendations will be prioritized by number of votes received.

27 **Lunch (noon – 1:30)**

The speaker today will be Chairman Reid who will recognize additional valuable players in the conference (volunteers, WHCLIST, associations who provided background materials, etc.) In addition, a panel of noted government officials may discuss ways to implement the recommendations post conference.

28 **Recommendation Debate and Voting (2:00 – 5:00)**

This is the last voting session. Recommendations will continue to be brought forth and amended/debated until all are voted upon.

29 **Reception (6:30 – 7:30)**

A reception for all delegates and alternates will be held on this evening.

30 **Closing Dinner (8:00 – midnight)**
Speaker: James Billington, Librarian of Congress

5/23/9

WHITE HOUSE CO RENCE SCHEDULE

TIME	Tuesday, July 9		
7:00	D		
7:30	E		
8:00	L		
8:30	E		
9:00	G	R	
9:30	A	E	
10:00	T	S	
10:30	E	O	
11:00		U	
11:30	&	R	
12:00		C	
12:30	O	E	
1:00	B		
1:30	S	C	
2:00	E	E	
2:30	R	N	
3:00	V	T	
3:30	E	E	
4:00	R	R	
4:30			
5:00	R		
5:30	E		
6:00	G		RECEPTION
6:30	I		(6:00–8:00)
7:00	S		
7:30	T		
8:00	R		
8:30	A		
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			

TIME	Wednesday, July 10		
7:00	D	R	BREAKFAST CC
7:30	E	E	(7:00 – 8:00)
8:00	L	S	DEL. ORIENT.
8:30	&	O	(8:00 – 9:15) CC
9:00	O	U	
9:30	B	R	OPENING
10:00	S	C	CEREMONY
10:30		E	(9:30 – 12:00) CC
11:00	R		
11:30	G	C	
12:00	O	E	LUNCH
12:30	B	N	(12:00 – 1:30) CC
1:00	S	T	
1:30	E	E	KEYNOTERS
2:00	R	R	(1:30 – 2:45) CC
2:30	V		BREAK (2:45–3:15)
3:00	E	O	TOPIC
3:30	R	P	GROUPS
4:00		E	(3:15 – 6:00) BOTH
4:30	R	N	
5:00	E		
5:30	G		
6:00			BREAK (6:00–6:30)
6:30			DINNER
7:00			(6:30–8:00) CC
7:30			
8:00			BREAK (8:00–8:30)
8:30			TOPIC GROUPS
9:00			(8:30–10:00) BOTH
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			

TIME	Thursday, July 11			
7:00	O	R		BREAKFAST CC
7:30	B	E		(7:00 – 8:00)
8:00	S	S		TOPIC GROUPS
8:30	E	O		(8:00 – 9:30) BOTH
9:00	R	U		
9:30	V	R		BREAK (9:30–10:00)
10:00	E	C		TOPIC GROUPS
10:30	R	E		(10:00 – 11:30) BOTH
11:00				
11:30	R	C		BREAK (11:30 –12:00)
12:00	E	E		LUNCH
12:30	G	N		(12:00 – 1:30) RAM
1:00	I	T		
1:30	S	E		BREAK (1:30 – 2:00)
2:00	T	R		TOPIC GROUPS
2:30	R			(2:00 – 3:30) BOTH
3:00	A	O		
3:30	T	P		BREAK (3:30 – 4:00)
4:00	I	E		TOPIC GROUPS
4:30	O	N		PLENARY
5:00	N			(4:00 – 5:30) BOTH
5:30			C	BREAK (5:30–6:15)
6:00			R	RECEPTION LC
6:30			C	(6:15–7:15)
7:00				BREAK (7:15–8:00)
7:30			M	
8:00			E	DINNER
8:30			E	(8:00–10:00)
9:00			T	RAM
9:30			S	
10:00				
10:30				
11:00				
11:30				
12:00				

TIME	Friday, July 12			
7:00	O	R	C	BREAKFAST CC
7:30	B	E	R	(7:00–8:00)
8:00	S	S	C	OPEN FORUM
8:30	E	O		(8:00–9:00)
9:00	R	U		BREAK (9:00–9:30)
9:30	V	R	C	TOPIC GROUPS
10:00	E	C	O	PLENARY
10:30	R	E	N	(9:30–12:00) BOTH
11:00			G	
11:30	R	C		
12:00	E	E	C	LUNCH
12:30	G	N	R	(12:00 – 1:30) CC
1:00	I	T	C	
1:30	S	E		BREAK(1:30–2:00)
2:00	T	R		GREAT DEBATE
2:30	R			(2:00–3:15) CC
3:00	A	O		
3:30	T	P		PLENARY
4:00	I	E		(3:30–5:30) CC
4:30	O	N		
5:00	N			
5:30				BREAK (5:30–6:00)
6:00				DINNER
6:30				(6:00–8:00)
7:00				RAM
7:30				
8:00				WHCLIST
8:30				(8:00 – 9:30)
9:00				RAM
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				

TIME	Saturday, July 13		
7:00	O	R	BREAKFAST CC
7:30	B	E	(7:00–8:00)
8:00	S	S	BREAK (8:00–9:00)
8:30	E	O	
9:00	R	U	RECOMMENDATIONS
9:30	V	R	DEBATE AND VOTING
10:00	E	C	(9:00 – 12:00) CC
10:30	R	E	
11:00			
11:30	R	C	
12:00	E	E	LUNCH
12:30	G	N	(12:00 – 1:30) CC
1:00		T	
1:30		E	BREAK (1:30–2:00)
2:00		R	FINAL RECOMMENDTIONS
2:30			DEBATE AND VOTE
3:00			(2:00 – 5:00) CC
3:30			
4:00			
4:30			
5:00			BREAK
5:30			(5:00 – 6:30)
6:00			
6:30			RECEPTION
7:00			(6:30 – 7:30) RAM
7:30			BREAK (7:30–8:00)
8:00			CLOSING DINNER
8:30			(8:00 – 12:00) RAM
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			

LEGEND

CC = CONVENTION CENTER
RAM = RAMADA
BOTH = CC & RAMADA
CONG = CONGRESSIONAL HEARING

NOTE

Sunday, July 14 is Departure Day

RECOMMENDATIONS/PROCESS
POINTERS

Much has been learned over the past decade through efforts to implement recommendations from the 1979 White House Conference. Efforts to improve library and information services on this grand scale, while noble and well intended, create problems for those charged with their implementaton. It is not sufficient merely to state a goal or objective or to decide arbitrarily what needs to be done and who should do it.

These pointers present guidelines to you which will help those who will eventually implement the recommendations. These points can help assure that conference results will be meaningful and achievable.

KEEP YOUR FEET ON THE GROUND

While the issues addressed by conference delegates are often philosophical and abstract, recommendations for action should be specific, concrete, and reasonably flexible to allow implementers to respond to changing circumstances and new opportunities.

FIND OUT WHERE THE BUCK STOPS

Recommendations for action should be addressed to those with the power to effect the action required. Responsibilities should match the role of the individual or institution involved. For example, if a law must be enacted or amended to achieve a recommendation, it makes little sense to direct it to individual libraries to implement.

INVOLVE ALL PLAYERS

Those charged to take action should be involved in deliberations, participate in decision making, and should be willing to undertake the actions recommended.

NO ROSE COLORED GLASSES ALLOWED

All recommendations should consider the realities that will help or hinder the achievement of the recommendation.

ALLOW ENOUGH TIME FOR CHANGE

Target dates should be realistic. If the first conference and subsequent implementation efforts have taught us anything, it is how unrealistic implementation dates have been.

NO FREE LUNCH

If a recommendation requires funding (and most do), how it is to be obtained must be addressed. Funding is a solution to a problem, not the problem or issue itself.

FIRST THINGS FIRST

Determine priorities, not just on the basis of what delegates would like to see occur, but on the logical relationship of one recommendation to another. Some recommendations require that other recommendations be implemented first or simultaneously.

LESS CAN BE MORE

Expectations should be tempered with reality. It is far better for a conference to arrive at a few carefully considered and achievable recommendations than to arrive at many with doubtful possibility of success.

Adapted from Utah's "Lessons Learned"

The White House Conference on
Library and Information Services
1991

Delegates Only

TOPIC ASSIGNMENT SURVEY FORM

The attached list of ten topics will be the driving force for the recommendations discussion at the White House Conference. (The themes will also be discussed in topic groups, not theme groups).

You are being asked to select your **top five choices**. Please rank your choices from 1 to 5, with 1 being the topic you would most like to discuss.

You will remain in your topic group throughout the proceedings of the White House Conference on Wednesday afternoon and Thursday. However, if for any reason, you want to change your assignment, you will be able to do that that on Wednesday in the Large Topic Groups meeting. If you want to impact other groups' work, please feel free to "lobby" them at breaks and during meals. **After 6 p.m. on Wednesday, there simply cannot be any changes**. The logistics of the meeting cannot handle movement of delegates after that time. Please note that you will see the results of all topic groups' work on Friday at 9:30 a.m. at which time your input is welcome. Thank you for your cooperation.

Every effort will be made to place you in the topic of your first choice. The goal is to create a microcosm of all delegate categories, geographic balances, demographic representations, and ethnic dispersions in all topic groups. You will learn of your assignment approximately two weeks prior to the White House Conference.

THE DEADLINE FOR RECEIPT OF YOUR ASSIGNMENT SURVEY FORM IN THE NATIONAL OFFICE IS JUNE 17th. If we have not heard from you by that date, we will assign you a topic. Thank you for your assistance.

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The White House Conference is conducted under the direction of
The U.S. National Commission on Libraries and Information Science

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May 24, 1991
Final Draft

U.S. NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

PROPOSED RULES

AGENCY:	White House Conference on Library and Information Services U.S. National Commission on Libraries and Information Science
ACTION:	Proposed Rules
SUMMARY:	These Rules will govern the process and procedures for the White House Conference on Library and Information Services, July 9-13, 1991.
EFFECTIVE DATE:	July 10, 1991, upon adoption by the White House Conference Delegates

Section 1. Definitions

The following are definitions of terms, in alphabetical order, used in the Rules of the White House Conference on Library and Information Services authorized by Public Law (P.L.) 100-382, August 8, 1988, under the direction of the U.S. National Commission on Libraries and Information Science, authorized by Public Law (P.L.) 91-345, July 20, 1970.

1.1 Act.

"Act" means P.L. 100-382, August 8, 1988.

1.2 Advisory Committee.

"Advisory Committee" means the committee of the Conference which assists and advises the Commission in planning and conducting the White House Conference on Library and Information Services in accordance with P.L. 100-382.

1.3 Conference.

"Conference" means the White House Conference on Library and Information Services to be organized and convened by the Commission in accordance with P.L. 100-382.

1.4 Commission.

"Commission" means the U.S. National Commission on Libraries and Information Science, established by P.L. 91-345, July 20, 1970.

1.5 Conference Participants.

"Conference Participants" means those individuals listed below:

(a) "Delegates" have the right to voice and vote. They are:

1. Individuals selected or elected through a process determined by those Planning Committees in each State designated by the appropriate authority to conduct the State.s Preconferences.
2. Individuals selected as At-Large Delegates in accordance with Commission policies, procedures, and budgetary constraints, to ensure a balanced delegation.

Only Delegates and Delegates-at-Large have the right to vote and make motions on recommendations **at all sessions of the Conference.**

(b) "Alternates" means those individuals selected by the States as Alternates to their Delegates. **Alternates do not have voting rights. Alternates have voice in all but plenary sessions.**

(c) "Honorary Delegates" means those individuals appointed to this status by the Advisory Committee. Honorary status is not transferable. **Honorary Delegates do not have voting rights. Honorary Delegates have voice in all but plenary sessions.**

(d) **Alternates and Honorary Delegates have voice privileges at all Conference sessions other than plenary sessions, in any meeting as defined in 1.9 (b). Alternates and Honorary Delegates may exercise this voice privilege only when recognized by the Chair**

who will recognize Alternates and Honorary Delegates only after Delegates have had the opportunity to speak. Such voice privilege may be subject to time limitations imposed by the Chair of the Session and by the physical limitations of the meeting room.

1.6 Conference Management.

(a) "Conference Management Committee (CMC)" means the committee composed of the Chair of the National Commission on Libraries and Information Science, the Chair of the Advisory Committee, and the Chair of the Conference. These persons or their designees shall assign the Delegates to the Topic, Theme, Credentials, Rules, and any other committees they deem necessary to establish to assist in orderly functioning of the Conference. These individuals have the right to speak in performance of their specified duties.

(b) "Chair of the Conference" means Charles E. Reid, who was selected by the Advisory Committee in accordance with Public Law 100–382.

(c) "Chair of the Session" means the moderator who presides over all deliberations, preserves order and decorum, and decides all points of order at Plenary Sessions.

(d) "Facilitators" means those individuals who have been invited by the CMC **or their designees** as objective persons to assist the Delegates in their Topic Groups. These individuals have agreed to participate in special training for facilitating the work of the Delegates in their Topic Groups.

(e) "Moderators" means those individuals selected by the CMC **or their designees** who will chair sessions where deliberations and/or voting will occur.

(f) "Parliamentarians" means those individuals who are charged with assisting Moderators with parliamentary procedure.

(g) "Recorders" means those non–Delegate/Alternates who have been assigned by the CMC **or their designees** to each Topic session to record that group.s deliberations and recommendations, to keep track of the proceedings of those sessions, and to provide accurate summaries of those sessions for further use by the Delegates, Topic Committee and Staff.

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(h) "Consultants" means individuals assigned to assist Topic Groups, Topic Committees and the Conference Recommendations Committee in preparation of theme and topic reports and recommendations prepared for Delegate consideration and action.

(i) "Staff" means the White House Conference staff, NCLIS staff and the staff to the Conference provided under contract by Carlson Marketing Group, Inc.

(j) "Volunteers" means those individuals who have offered their services to assist in the work of the Conference.

1.7 Conference Observers.

"Conference Observers" means those individuals listed below who do not have voice or voting rights. The registration fee policy for all observers will be determined by staff.

(a) "Observers" means those individuals who have no official function or role at the Conference but attend the Conference and have registered as observers.

(b) "Official observers" means those individuals invited by name as representatives of organizations, agencies, groups or foreign nations. ..International observers.. are included in this category.

1.8 Conference Committees.

"Conference Committees" means those committees charged with assisting and advising the Chair of the Conference with activities of the Conference.

(a) "Conference Recommendations Committee (CRC)" means the Committee of Delegates comprised of two individuals elected by each of the Topic Groups from among the members of the Topic Committee and nine **persons selected by the CMC from among the Delegates, Delegates-at-Large, Advisory Committee members or members of the National Commission.** The CRC has responsibility for coordinating and consolidating the several Topic Committee reports and recommendations on Theme Statements and Topic Statements and presenting them to Plenary Sessions for Delegate action. The CRC shall elect a chair and a co-chair from its membership at its first meeting.

(b) "Credentials Committee" means those individuals appointed by the CMC or their designees to certify Alternates as Delegates in the event that persons previously certified as Delegates from the States are unable to participate in the Conference, and to adjudicate any certification difficulties.

(c) "Planning Committees" means the committee in each State designated by the appropriate authority of the State to organize and conduct a preconference in each State in preparation for the White House Conference on Library and Information Services.

(d) **"Rules Committee" means those individuals selected by the CMC or their designees to draft the proposed rules and submit those proposed rules to the delegates at the Conference for their adoption. The Committee will be comprised of 29 people, not fewer than 20 shall be delegates and the balance shall consist of individuals from the population of delegates at-large, Advisory Committee members or members of the Commission.**

(e) "Topic Subcommittees" means the group of individuals selected by the Chair of the Advisory Committee to refine issues for discussion prior to the Conference plus Delegates in each of the Topic Groups who will refine the group.s results into Topic Statements and final recommendations transmitted to the Conference Recommendations Committee. Topic Committees shall also make recommendations on Theme Statements to the CRC.

(f) **Voice privileges at meetings of Conference Committees as set forth above is limited to Committee members only. The order of Conference Committee members speaking at Committee meetings is determined by the Committee Chair with all Committee members having equal voice privilege status.**

1.9 Conference Sessions.

"Conference Sessions" means Conference meetings including:

a) "Topic Groups" means work groups of Delegates convened to discuss recommendations from the State Preconferences and other issues within broad topical areas.

b) "Plenary Sessions" means the meetings of all Delegates as a body.

c) "Open Forum" means the session called by NCLIS to provide an opportunity for individuals or groups to state their concerns to the Commission. (see Section 3)

1.10 Issue.

"Issue" means a specific problem or challenge which has a direct bearing on the improvement of library and information services.

1.11 States.

..States.. includes the fifty states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, the Marshall Islands, the Trust Territory of the Pacific Islands, American Indian Tribes and the Federal Library and Information Center Committee that will have delegations at the Conference, unless otherwise specified.

1.12 State Preconference.

"State Preconference" means those meetings organized and conducted in each State in preparation for the White House Conference on Library and Information Services.

1.13 Theme Statement.

"Theme Statement" means a statement of a Conference Theme – democracy, literacy, or productivity – including descriptions of issues and recommendations for action.

1.14 Topic Statement.

"Topic Statement" means a statement of a Conference Topic including descriptions of issues and recommendations on the topic for action.

1.15 Voice.

"Voice" means the right to speak to issues at the Conference.

Section 2. Conference Process

2.1 Call to Conference.

The Commission shall determine the time, place, format and the agenda of the Conference and shall issue official notice to the Planning Committees, to all Delegates and other Conference participants and to the general public.

2.2 Voting body.

The voting body of the Conference shall consist of the following Delegates:

(a) Duly certified Delegates selected in accordance with P.L. 100–382.

(b) Duly certified At–Large Delegates designated by the Commission as deemed necessary and appropriate in fulfilling the requirements of P.L. 100–382.

(c) Duly certified Alternates who become credentialed to take the place of official State Delegates who are unable to attend the Conference. Every effort will be made to ensure that the composition of Delegates is in accordance with P.L. 100–382. When an Alternate assumes Delegate status, that individual remains a Delegate for the duration of the Conference.

(d) Alternates have no vote unless properly credentialed pursuant to 2.2(c).

2.3 No voting proxy.

There shall be no proxy voting.

2.4 Method of voting.

(a) Voting in Plenary Sessions shall be by voting credential, paper ballot, show of hands, voice, automated voting devices, or standing as determined by the Chair of the session.

(b) Voting in Topic Groups shall be by voting credential, paper ballot, show of hands, voice, or standing as determined by the moderator of the session.

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(c) Voting in the CRC meetings shall be by voting credential, paper ballot, show of hands, voice, or standing as determined by the Chair of the session.

(d) If necessary, paper or mail ballots will be used after the Conference.

2.5 Identification.

(a) All Conference attendees shall be provided with an appropriate identification badge which shall be worn at all times.

(b) Badges shall not be transferable.

2.6 Registration.

All persons attending the Conference (including the press) must comply with registration requirements and payment of any required fees for registration and meal functions. Upon satisfactory completion of registration requirements, each registrant shall be issued the appropriate identification badge.

2.7 Order of business

The Commission shall establish the order of business for the Conference when it issues the call for the Conference according to 2.1, which shall be published in the Federal Register as procedurally demanded.

2.8 Designated seating

(a) Separate seating spaces shall be provided and clearly designated as follows:

1. Current and past Commission members and Advisory Committee members;

2. Delegates and At-Large Delegates;

3. **Chief Officers of State Library Agencies shall be seated with their respective delegations;**

4. Honorary Delegates and Alternates;

5. Official observers, including international observers;

6. Staff;

7. Registered press;

8. Registered observers to the capacity of the meeting rooms.

(b) Only Delegates **and Chief Officers of State Library Agencies,** authorized media personnel, and authorized Staff shall be admitted to the Delegate area for plenary sessions.

2.9 Quorum.

A simple majority of the duly registered Delegates shall constitute a quorum for all plenary voting sessions.

2.10 Adoption of Rules.

(a) The proposed Conference Rules shall be presented to the Delegates and adopted upon an affirmative vote by a simple majority of all Delegates present.

(b) Any suggested amendments to the proposed Rules shall be presented in writing to the Chair of the Conference or his designees 24 hours prior to the first Plenary Session of the Conference.

(c) A two-thirds vote of the Delegates present shall be required to amend the Conference Rules, as adopted.

2.11 Discussions and debate.

(a) When addressing the Chair of the Session, the Delegate shall go to a microphone and give proper identification such as name and state, and declare whether speaking in the affirmative or negative. Delegates with mobility or other physical impairments shall be given appropriate instruction as required.

(b) A two-thirds vote of the Delegates present and voting shall be required to table, or to postpone indefinitely, or to object to consideration.

(c) Debate on any recommendation, pending motion or amendment shall be limited to 2 minutes for each speaker.

(d) When two or more Delegates rise at once, the Chair of the Session shall designate the Delegate who is first to speak.

(e) Debate on any pending recommendation, or a motion shall be limited to 20 minutes. Debate on an amendment shall be limited to 10 minutes.

(f) No person may speak a second time on an issue until all others who wish to speak have had an opportunity to do so.

(g) Debate may be limited, terminated or extended by a two-thirds vote of those Delegates present and voting.

(h) By a majority vote of Delegates present, a person other than an individual otherwise granted the right to speak by these Rules may be permitted to speak in clarification of an issue during Conference debate.

(i) **All other actions of The Conference shall be adopted upon an affirmative vote by a simple majority of all Delegates present.**

2.12 Making motions.

(a) Only properly certified Delegates may make motions or vote.

(b) Motions and amendments on substantive matters shall be written and signed by the person who makes the motion and the person who seconds it. Such motions and amendments must be delivered to the Chair of the session prior to the session in which the motion or amendment will be introduced. **In the alternative, amendments from the floor must be in writing, signed by at least one Delegate from each of five states and presented to the Chair.**

2.13 Timekeepers.

Timekeepers shall be present at all Plenary Sessions of the Conference. Their duty shall include indication to each speaker a 15-second warning before expiration of the allowed time and advise the Chair of the Session of expired time for speakers.

2.14 Conference Report and Recommendations.

(a) The Conference Report and Recommendations shall be approved by the Delegates acting in Plenary Session.

(b) The proposed Conference Report and Recommendations shall be prepared by the CRC on the basis of reports and recommendations from its subcommittees and approved by the Delegates and Delegates-at-Large.

(c) Recommendations proposed by the Delegates but not included among recommendations of the Topic Subcommittees may be presented to the CRC and will be presented by the CRC to the Delegates in Plenary Sessions if advanced by official petition which requires 100 Delegate signatures and must be submitted to the CRC no later than noon, Friday, July 12, 1991.

(d) A copy of all recommendations from the CRC shall be distributed to Delegates before they are presented in Plenary Session for action.

(e) During meetings of the CRC, only committee members shall be permitted to speak, unless someone is specifically asked to speak by the CRC chair.

2.15 Parliamentary authority.

The Commission shall appoint the parliamentarians who shall be advisors to the Chair of the Session. Robert.s Rules of Order, Newly Revised Edition, shall govern all sessions of the Conference in all cases not covered by these Rules.

2.16 Rules Committee.

Any Delegate questions of interpreting the Conference Rules between Plenary Sessions shall be decided by the Chair of the Conference, with advice from the Rules Committee and assisted by an official Conference Parliamentarian.

2.17 Minutes.

The Recorder shall be responsible for the preparation of the official minutes of the Topic Subcommittees and Plenary Sessions. Tape recordings and/or stenographers shall be provided for all Plenary Sessions to aid in the preparation of accurate minutes by the Recorder(s). Minutes shall be approved by the Moderators of the appropriate session(s) and by the Chair of the Commission or his designee.

Section 3. Open Forum

3.1 Purpose.

(a) This session provides an opportunity for individuals, groups or special interests to state their concerns to the National Commission on Libraries and Information Science.

(b) There will be recorders to summarize important positions, points or opinions expressed during this session. These summaries will be published in the official record of the White House Conference.

3.2 Eligibility.

Any individual, association, agency or organization shall be permitted to participate in the Open Forum in accordance with procedures enumerated below:

(a) Statement of Intent: Each individual or group that desires to present a position in the Open Forum shall file a statement of intent to present such testimony to the Chair of the Conference not later than **noon, Thursday, July 11, 1991.**

(b) Abstract: Each individual or organization who pre-files for the Open Forum shall provide an abstract no more than one page, 8.5" x 11", to include the topic area to be addressed, issues to be raised, a statement of a position to be taken, and any recommendations which are to be included in the presentation.

(c) Format: Each individual who pre-registers to speak at this session may submit a paper which expresses their position. This paper should be no longer than 10 pages in length, double spaced, on 8.5" x 11" paper. The author of the paper and/or the organization represented should be clearly indicated on each page of the submitted testimony.

(d) Deadline: All participants who desire to provide testimony for this session shall file the items specified above, not later than **noon, Thursday, July 11, 1991.**

3.3 Length of Presentation.

Each individual or organization will have a maximum of five (5) minutes to present testimony, if such time is available. Scheduling shall be assigned by the Chair of the Conference or his designee.

ACCESS

RECOMMENDATION ACC01   SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE   COLLECTION DEVELOPMENT

ISSUE   Many library collections are not providing information and materials, including all forms of electronic media, which reflect the diverse needs and requests of users or to the full potential of the individual library.

BACKGND   Every library has the responsibility for developing its' own collection Some groups may not be adequately served by typical library programs Access to information is predicated on the availability of the widest possible diverse range of sources public and private. Information in all formats should be readily available in the most cost effective and efficient manner possible. The rights of users to access information are concerned with collection development. Many libraries have collections that are seriously deficient in terms of currency or diversity. Collection development is not systematically done; some libraries do not have selection policies.

QUESTIONS 1.) What is the effect of community standards on library collections? 2.) How should libraries go about sharing resources? 3.) Is there a mechanism that would force each library to develop a written selection policy and a procedure to address challenges to materials?

SOLUTIONS Equitable and open access to the library can be achieved through the following activities: 1.) Market their collections MN02, MT02, MT20]; 2.) Network their collections for improved and increased resource sharing. Libraries should cooperate to provide access to all information in all formats. 3.) Compose and make available collection development policies. The restriction to type of materials is seen as censorship, and this censorship is aided by the lack of a collection development policy. 4.) To make their resources as responsive, diverse, and varied as possible so as to best meet their user and potential user information needs. 5.) To actively determine their information user needs. 6.) To find appropriate funding to develop appropriate collections. 7.) Become actively involved if desired in the creation of information access points, such as indexes, bibliographies, and databases.

NOTES   1. OR25 AL01 AL13 ALA03 AR09 CA11 CO07 CT04 CT10 CT11 DC08 FL10 GU05 HI08 ID06 KY14 LA02 ME01 MN02 MT11 MT17 MT20 MT34 MT35 MT39 NCA13 NCA15A NCAI ND22 NM41 NY113 NY118 NY188 OR10 OR19 PA03 TX21 VA06 WV03 WV06 WV08

RECOMMENDATION ACC02 SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE PHYSICAL BARRIERS

ISSUE Many library buildings, due to age or other factors, are not easily accessible to individuals with physical disabilities.

BACKGND A significant portion of the U.S. population has physical disabilities and require barrier free access to buildings and resources as the national standard. Library facilities of all kinds should be conveniently located, accessible, safe, designed and equipped for efficient use, inviting and attractive, designed for the comfort and convenience of all users, and planned to accommodate new and improved information technologies.

In an egalitarian society there is a level of information that should be available at the community's expense. The demands for library and information services outstrip the availability, and clearly there are marked differences in obtainable resources from place to place. Geographic, social, cultural, economic, racial, age, mobility, and gender barriers should be eliminated.

QUESTIONS 1.) How can we assure that the community library facilities of the future will be accessible to all users?
2.) To what extent should buildings be barrier free?

SOLUTIONS Where new facilities are being considered, a requirement should be included in the specifications that existing standards for human factors design and good ergonomic principles be employed to ensure the best user/system interface.

Existing library buildings and information services facilities should be retrofitted to comply with the Americans with Disabilities Act.

NOTES 1. AL01 AR19 AR22 ASCLA01 AZ CO02 CO07 CT04 KY06 KY06 LA03 MN02 MS09 NH04 NJ01 TN14 WV11

RECOMMENDATION ACC03 SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE CENSORSHIP/CONFIDENTIALITY

ISSUE Up to now, patrons have not had the right to know that libraries and information services will protect patron record confidentiality and users' choice of resources.

BACKGND In 1987 and 1988, it was revealed that the FBI had visited several academic and research libraries, including UCLA, Princeton, and George Mason University, and had asked some very searching questions about what people with foreign-sounding names or accents had been reading, looking at, or checking out. The FBI acknowledged that these visits were part of a special "Library Awareness" program. Library users must know that they are able to look at and read whatever the library makes available for use. Libraries have a responsibility to protect the privacy of free inquiry which is a cornerstone of our democracy. Libraries have traditionally provided materials on diverse issues and tried to supply information that is non-partisan and covers all aspects of any controversy. During the last decade libraries have been under pressure from special interest groups to limit the scope of material available to the public. An educated, informed citizenry is paramount to our democracy. To the extent that we tolerate barriers to an informed citizenry, we tolerate the abolition of our democracy. Reading is the first defense of democracy; libraries are its second defense. Without libraries, the professions, trades, students, researchers, businesses, industries and governments will not and cannot prosper, or progress. The freedoms to read, to view, to speak and to listen and to use libraries without compromising privacy rights constitute the very core of our society.

Attempts to restrict those freedoms in any way threaten our most basic liberties and therefore democracy itself. Librarians and library staff are obliged to protect and to support the intellectual freedom rights of all persons using the library. Therefore, librarians and library staff must insist that individuals be able to obtain and use information in all formats, in complete privacy. Forty-four states and the District of Columbia have enacted laws protecting the privacy rights of library patrons. (ALA05) Governments, libraries and their governing bodies are obliged to assure that disabled persons, the institutionalized, older adults and other special populations enjoy open, equitable access to the nation's libraries. The Florida library community is guided by both the First Amendment and the Florida Constitution in protecting both the rights of individuals to "speak, write and publish his sentiments on all subjects" and the right of the individual to have access to information. The American library community has sought to protect an individual's right to know. The Library Bill of Rights and the School Library Bill of Rights issued by the American Association of School Librarian's Program addresses the issue of censorship and codifies the stand of the American Library Association in regards to the issue of intellectual freedom. The fundamental principles of intellectual freedom are not supported in many libraries. Sometimes this is deliberate: a patron objects to certain material, and the librarian or governing board agrees to remove it from the collection or restrict access to it. More often, the censorship is camouflaged as book selection, knowing what the patrons don't like to read, or selective purchasing due to limited funds.

Censorship also may occur when insufficient funding for library materials leads to the support of mainstream activities at the expense of diversity. The rights of free expression are among the most basic of human rights in this country. Libraries in the United States attempt to provide the informational, educational, cultural, and recreational needs of our citizens. The American Library Association supports intellectual freedom, the First Amendment to the U. S. Constitution, the Library Bill of Rights, and the Freedom to Read Statement. Our citizens should have freedom of access to information in order to perpetuate our democratic form of government; however, there are individuals and groups in our midst who continue to try and limit access to information and documented censorship attempts in libraries continue to rise.

In serving the goals of the First Amendment to the U.S. Constitution, libraries have long subscribed to the philosophy that free access to information serves as the basic foundation of a democratic society. When one group, or individual, or the government itself decides what people can and cannot read, then freedom is restricted and citizens have a diminished opportunity to know.

As Mika and Shuman state in their American Libraries article on legal issues affecting libraries (AL, April 1988): "Most censorship attempts in libraries arise from earnest desire to suppress or conceal something from readers, listeners, or viewers, even if that something is true or accurate. Censors do not consider themselves as censors; they are watchdogs, guardians, vigilantes, parents, concerned citizens, or simply individuals who worry about where the world is heading. Whatever the motivation, religious, political, financial, or strictly personal, the effects on the library tend to be the same. The librarian is confronted by a person or group demanding the library remove, conceal, or destroy material, with or without stated reasons."

In any case, the right to free access is called into question.(VA06) Libraries should have a materials selection policy which outlines the criteria for adding materials to the collection. In addition most libraries endorse the American Library Association's Library Bill of Rights which protects the rights of the whole community to have access to information. A part of the policy should include a delineation of the process and procedures by which the library handles questions of suitability of materials raised by the public. The Virginia State Library and Archives has adopted the Library Bill of Rights.

QUESTIONS 1.) How can we show the link between lack of a written collection development policy and the potential for censorship?

2.) How can librarians be supported in their efforts to refuse to reveal patron circulation records?

3.) Under what circumstances should patron records be disclosed?

SOLUTIONS 1.) Support the efforts of librarians to resist censorship and ensure continuation of the free flow of diverse information to all as reflected in the First Amendment. Encourage libraries to adopt the ALA Library Bill of Rights and the Freedom to Read Statement.

2.) Develop state intellectual freedom awareness programs which can assist libraries in protecting First Amendment rights.

3.) Authorizations and funding related to libraries should be free of any restrictions on access to materials and information.

4.) Immediately enact federal legislation that protects the confidentiality of any personally identifiable information about library users and encourage state and local levels to pass similar legislation ; 5.) All libraries must respect, defend, and promote confidentiality of patron records regardless of the form of access.

NOTES 1. AL13 AL13 ALA05 ALA05 ALA05 ALA05 ALA05 CO01 DE02 FL06 FL06 GA05 ID06 IL07 IN05 KS28 ME02 MI03 MN03 MO17 MO18 MT35 MT35 NC02 NC02 NM48 NY05 NY163 OK29 OK30 PA03 TN03 TX03 VA04 VA04 VA06 VA06 WV09

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980, by the ALA Council.

RECOMMENDATION ACC04 SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE INFORMATION ECONOMICS

ISSUE Many libraries are not receiving sufficient funding to provide information and services required by their diverse users. Insufficient funding results in the denial of open access to information. Since information is power, the denial of access to information in a democracy, results in diminished productivity, reduced literacy, and unequal power among its citizens. There are few incentives for publishers to provide diverse information resources.

BACKGND Fee based services are too expensive for some users/some libraries which results in denial of services.

New technology, which is a primary source of information, is inaccessible in some areas due to lack of funds to provide necessary tools to access the information.

Rural areas and poor populations lack funds for libraries and information services

Some populations which have diverse needs are not being provided library services and information due to lack of funds

Libraries and other resources need to develop partnerships to obtain funding, to manage and share resources and services in a time of declining funding ; Current federal tax law forces publishers to reduce print runs in order to maintain low inventory. In addition, this law does not provide an incentive for the publication of diverse materials which would be sold beyond their fiscal year. ; Fee based services through libraries may deny access to those who are unable to pay. Inequalities of access may arise among different communities. There should be free and equal access to information to all citizens.

QUESTIONS 1.) What can be done to support depository libraries in supplying access to electronic sources?

2.) How can you economically meet the diverse and often minority needs of the user?

3.) Is there a greater funding role for the partnerships between library and publisher?

4.) What tax breaks can Congress give publishers to assist in their role to support minority information needs?

5.) Should Congress be allowed to charge request fees for access to a Federal database?

SOLUTIONS 1.) Strategies should be developed to provide services with declining funding

2.) Funding should be provided by complimentary partnerships between sectors to provide universal unencumbered access to information

3.) Friends of libraries create a partnership to seek opportunities for enhanced federal role

4.) Congress should provide funding to local communities for library and library services

5.) Funding should not be cut from Library of Congress, National Library of Medicine, National Agriculture Library, National Archive, Government Printing Office, National Technical Information Services, National Endowment for the Humanities, National Commission on Libraries and Information Science.

6.) Seek funding - public and private for programs to reach underserved populations

7.) Establish funding mechanism to enable libraries to adopt and utilize information technologies

8.) Congress should provide funding for scientific research and the dissemination through libraries and information centers

9.) Congress provide funding for library services to economically disadvantaged in rural areas

10.) Congress should reauthorize Library Services and Construction Act in 1994 ; 11.) Federal Depository Library Program must have increased funding

12.) Expand LSCA to include preservation of valuable materials in public libraries

13.) LSCA Title V funding should be allocated at the level of 4% of appropriations for LSCA I,II and III

14.) The public has the right to access raw data at no more than actual cost from government agencies.

15.) Congress should fund the National Education Research Network to ensure broad access through universities, research centers, and public libraries so all citizens, regardless of geography or socioeconomic status can enjoy their constitutional right to information (AALL).

Government should encourage wide public information dissemination by pricing that does not exceed the marginal cost of information.

NOTES 1. AALL AALL03 AALL03 AL13 CT09 FL01 FL05 FL09 FLIC05 HI(2) HI01 IL09 IL10 IN30 IN30 KY05 LA01 MI03 MT34 NM16 NYLASL04 OH03 OR02 PR01 TX21 VA07 VA15

RECOMMENDATION ACC05   SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE   INFORMATION RESOURCES

ISSUE   In this age of advancing technologies, libraries and information services available from both public and private sources are not providing affordable access to information necessary for an informed citizenry in our democracy.

BACKGND   The public's right of access to public information is not unrestricted. Personal information, commercial trade information, and security information should not be disclosed. Public information should be available to citizens in the most effective and efficient manner composed of complementary partnerships between sectors. Government should offer readily available online access to public information through libraries accessing databases which provide government information equal to or greater than the information contained in public printed paper records.

Convenient, open and equal access to libraries and information services is necessary for people to share the benefits of society. Information dissemination is essential to a democratic society, and an educated and informed public

Government should not make a profit by selling citizens information that is created at taxpayer expense, but tax dollars should not be used to bear the cost of disseminating information to individual users

Libraries offer sufficient materials and remain open for an adequate number of hours to meet the needs of users

Access rights should not be affected by record storage medium. Libraries should seek contractual and licensing arrangements with publishers, vendors, and other information providers

Government information policy at all levels should ensure public access to government information. The public interest is best served when citizen access to government information is guaranteed through a working partnership between government, private sector, non-profit groups, and the intermediaries in the library and education community

Excess charges based on special circumstances (i.e. distance) should be eliminated

Effective means of organizing, indexing, and accessing public data should be established

All libraries and information providers should adopt and adhere to the ALA "Library Bill of Rights"

QUESTIONS 1.) What is affordable access?

2.) How can libraries afford the new technologies?

3.) Is mode and format of the information a barrier to access?

4.) What role do the variety of proprietary protocols play in blocking universal access to information?

5.) Should private industry which sells access to government information be allowed to do so but only if their added value meets a minimal test? 6.) How can the broadest possible range of government information databases be made available to the public?

SOLUTIONS A. GOVERNMENT INFORMATION--1.) Congress should amend the Freedom of Information Act to ensure access to all non-exempt information, which is either received by the government or created at public expense, regardless of physical form or characteristics or copyright status, for no more than the actual cost of such access.

2.) Agencies should ensure that no party, public or private, be able to exercise monopolistic control over the dissemination of government information.;

3.) Funding should be increased for the depository library program to allow for the expansion of library memberships; the adequate maintenance and preservation of library collections; the establishment of a single, indexed bibliographic database system which is accessible at low or no cost and which includes bibliographic data from state and territory databases; that funding include ensuring free, online access to all government databases; and the continued availability of government publications in paper form through increased funding for the government printing office.

4.) Congress should better define "National Security" in order to safeguard the public's right to know.

5.) Libraries should be given special telephone rates for online services just as they currently enjoy special postage rates for hard copy.

6.) Government agencies should serve as clearinghouses for electronic government information.

7.) An advisory committee, composed of library professionals and the general public, should be formed to work with federal agencies to keep them advised of the public's needs.

8.) State agencies should seek funding from a variety of sources for establishing and maintaining public information systems

B. PRIVATE INFORMATION--1.) Congress should continue to foster creativity by expressly extending copyright protection to electronic information to ensure the availability of diverse information from private sources.

NOTES 1. AL09 AR13 AR20 CA10 CA12 CA14 CA16 DC14 FL10 FLIC05 GA05 GV07 HI06 IA04 IIA02 IIA06 IN30 KY05 KY10 KY12 KY13 MA98 MA99 MI03 MS18 MS21 NAGARA NC01 NC10 NM18 NY10 NY115 NY135 NY163 OK35 OK36 OR01 OR14 PA05 PR01 PR07 TX02 TX13 UT11 UT12 VA07 WI08 WV03

RECOMMENDATION ACC06 SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE USERS

ISSUE All users and potential users of library and information services do not have the open and equitable right to library and information services which match or satisfy the diversity of their needs or access requirements.

BACKGND In designing library services, librarians must strive to insure that all groups in each library's community are being served. Some groups may not be adequately served by typical library programs. Libraries must design programs, services, and collections tailored to the needs of particular groups within their communities. By considering all needs in their communities, librarians can design programs and acquire materials to appeal to the widest possible range of individuals.

In an egalitarian society there is a level of information that should be available at the community's expense. The demands for library and information services outstrip the availability, and clearly there are marked differences in obtainable resources from place to place. Geographic, social, cultural, economic, racial, age, mobility, and gender barriers need to be eliminated.

Segments of the American population have been traditionally undeserved by library and information services - the illiterate, the physically impaired, the homeless, rural areas, and the incarcerated. The role of libraries in serving these special populations has not been generally well established, coalitions with other community social service agencies are often insecure, and funding is insufficient. More programs must reach undeserved individuals and families, traditionally or nontraditionally defined.

Both NCLIS and ALA have affirmed that a multicultural, multilingual society is desirable, and that the library and information needs of racially and ethnically diverse peoples often differ from those of other segments of the population. There is clear and compelling evidence that often, the special information needs of new Americans and other minorities have not been anticipated, much less met, by our governments and libraries.

The location, education, personality, needs, disabilities, etc. of the user should determine which access mode is most appropriate. If the mode and format of the information is not appropriate, then the information will be of limited or no value.

State and association recommendations clearly show a schism between the adequately served and the inadequately served. Such diverse user needs and access points which have been specifically identified as being undeserved or not served are the following;

1.) Blind and visually and audible handicapped; Background: The trend for the blind to take an active role in their community has not been matched by a growth in the provision of information available to them in alternative media.

Libraries are greatly underutilized by the deaf community because sufficient efforts have not been made by either the deaf or by libraries to learn about the resources and needs of each other.

2.) Children and young persons, including the latch key child; Background: Federal, state and local decisionmakers do not give adequate priority for materials and services designated for children. Our national future depends on giving these basic materials and services our highest priority.

3.) Confined persons including the homebound, the incarcerated, the sick, and the institutionalized; Background: Governments, libraries, and their governing bodies are obliged to assure that the institutionalized enjoy open and equitable access to the nation's libraries. Libraries for state correctional and health institutions do not meet state or federal standards for library service, nor has equal access always been provided to the homebound.

4.) Cultural ethnic collection needs; Background: The 1990 Census of the US established that the composition of our population has changed dramatically during the last ten years. Between 1980 and 1990, the proportions of our people of Hispanic and Asian descent increased exponentially. Many libraries are deficient in providing materials, services and facilities for cultural and ethnic minorities.

The need of library services and programs designed to serve cultural and ethnic minorities is also well documented.

5.) Geographically oriented users such as rural users, low income users, off shore territories, and the homeless; Background: Rural counties have unique problems including the absence of population centers and geographical difficulties associated with trying to serve a small population spread thinly throughout their service areas; Equal access to all library programs and facilities may not have been provided to the homeless.

Rural areas in the Commonwealth of Virginia are not served uniformly with the range of modern library services.

6.) Illiterate or the adult lower level reader; Background: Reading is the core of the educational process. Persons with a low level of reading ability do not have adequate resources or learning aids to assist them in becoming literate.

Adults with literacy problems are reluctant to seek assistance and training through conventional academic facilities.

7.) Language groups; 8.) Native American Indians; Background: Tribal College libraries in Montana contain tribal archives although Indian tribal history is not yet a fully integral part of Montana history. 9.) Physically handicapped; Background: Government libraries and their governing bodies are obliged to assure that disabled persons enjoy open and equitable access to the nation's libraries.

Many libraries are deficient in providing materials, services, and facilities for physically handicapped persons.

The disabled have suffered discrimination because of insensitivity to and ignorance of their needs, this discrimination discourages disabled people from using libraries; A gap exists between the possibilities for Americans with disabilities and the actual situation in which they are living. This gap is largely due to a lack of information available in a manner in which they can use it. Seniors; Background: Governments, libraries, and their governing bodies are obliged to assure that older adults enjoy open, equitable access to the nation's libraries.

11.) Small businesses, including the health professionals. Background: Health science libraries are not accessible to many physicians or other health professionals. Equal access to current information is essential to the delivery of quality health care regardless of the geographic location of the health care practitioner.

Libraries must expand the capacity to serve the information needs of small businesses to help them to contribute to meeting the Nation's economic goals.

12.) Students. Access to school libraries should be an integral part of every child's education. Background: The ability of an institution of higher education to fulfill its educational mission depends on the quality of its library.

QUESTIONS ; 1.) How can you meet the needs of the single specific user when libraries have traditionally been established to meet the informational and educational needs of the general public?

2.) Why are libraries not meeting the diverse needs of the users as noted in the recommendations?

3.) Should libraries try to meet all the needs of their communities?

4.) How can libraries learn about the needs of their community in order to better serve them?

5.) What is the effect on our nation and economy if libraries do not adequately meet the information needs of their varied user communities?

6.) How can you achieve equitable access?

SOLUTIONS 1.) NO COST ACCESS--Public access to information in public and state supported libraries should be provided on a non-fee basis or at the least on a cost recovery basis.

2.) FEE STUDY--NCLIS should study the issue of fees for service and recommend policy in this area

3.) HEALTH INFORMATION--Improved access to health information by increasing access to health information in rural communities or undeserved areas.

4.) FUNDS--authorize funding for the National Library of Medicine to implement their Board of Regents report "Improving Health Professionals' Access to Information."

5.) FUNDS--Inclusion of funds for access to information in all federal grants for health related research

6.) PATIENT LIBRARIES--Hospitals and treatment centers should develop patient libraries which are separate from the professionally staffed health sciences libraries and which use professional material selection services of medical librarians

7.) MULTICULTURAL MATERIALS--Grants for the recording and the acquisition of specialized culturally significant materials.

8.) POLICY MAKERS--Representation of special population on library board ; 9.) RURAL OR REMOTE POPULATIONS--Remote or rural populations require information services and libraries to service their special populations.

10.) CONFINED PERSONS--national standards should be developed in planning library and information services to those in correctional facilities.

11.) NATIVE AMERICAN USERS--training for education; funds for collection; training and education development for consultants; technical tools to set up libraries; representation on library boards.

12.) NEEDS ASSESSMENT--Public libraries should identify plans (short & long term) based on community needs - consideration of: age, culture, ethnicity, geography, economic, physical - in order to develop services which respond to the diverse needs of that community.

13.) NETWORKING--Libraries should cooperate with national counterparts to provide for needs of all users; for storage dissemination for all users ; 14.) POLICY TECHNOLOGY--Services shall be available in all media.

NOTES AL05 CA13 CA15 FL11 FLIC06 GU01 IA14 MI07 MT30 NC07 NH05 NY112 TX28 UT17

RECOMMENDATION ACC07   SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE   INFORMATIONAL BARRIERS

ISSUE   Persons who cannot read printed text in books or magazines which are in standard printed format because of a visual disability are not being adequately provided with special formats and appropriate equipment in order to acquire needed information and enjoy leisure reading.

BACKGND   For many years the Library of Congress Service for the Blind and Physically Handicapped has provided recorded and braille reading materials and equipment to visually impaired and physically handicapped persons through a system of regional and sub-regional libraries. The materials and equipment have been circulated through the U.S. Postal Service at no cost to the user.

QUESTIONS How can we ensure adequate consideration of the visually impaired population?

SOLUTIONS 1.) The Federal government should increase the "fenced" funding for the Library of Congress Service for the Blind and Physically Handicapped in order to provide expanded production of braille, cassette and disc books and magazines as well as the necessary equipment for users.

2.) If required, Congressional legislated funding should be allocated to ensure the uninterrupted free postal transmission of these materials.

3.) There should be a program of research and development enacted to examine new and promising technologies for achieving the same goal in a more cost effective manner.

4.) Literacy in alternative media such as braille should be encouraged and affirmed.

NOTES   1. AL05 IA10 IA11 IA14 MI07 NC03 NC07 NM21 NM25 NM43 OR18 OR24 TX04

RECOMMENDATION ACC08   SOURCE: PRE CONFERENCE ACCESS COMMITTEE

TITLE   LANGUAGE BARRIERS

ISSUE   Many library materials and services are not currently available in languages other than English and are not meeting the needs of our diverse population.

BACKGND   In many parts of the country we have large, new immigrant populations. The U.S. population is currently in a state of flux. The Workforce 2000 Report prepared by the Hudson Institute indicated that in some segments of our country there will be a significant shift in populations from those who are English speaking to those who will fundamentally use English as second language (ESL).

QUESTIONS What specific legislation exists to address this ESL issue?

SOLUTIONS LSCA Title V funding should be allocated at the level of 4% of appropriations for LCSA I, II, and III.

NOTES   1. NY69 NY89

NETWORKING

RECOMMENDATION NET01   SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE   DEFINING NETWORKS

ISSUE   Expanding information resources, shrinking purchasing power, and increasing demand from the public for information are creating new demands. Networks with their many different facets of people, services, and databases can help to meet these needs.

BACKGND   Networking is a system of interaction by independent institutions on a regular basis to accomplish a common purpose and usually involves sharing information, materials, or expertise of personnel, and often involves computers in the exchange of information.

National, state and regional networking is essential to provide leadership in an era of rapid change in information access and to improve the efficiency of library operations and the productivity of library staff.; National, regional, state and local networks have proven their value in the last two decades as they have developed from online databases of shared bibliographic records to networks which also provide resource sharing, union lists, continuing education, research and development in preservation, shared buying power, and a collegial learning experience for information professionals.

Networking exists among private and public sector organizations and is often strongest when all sectors are involved - e.g., academic, public, and school library systems, plus special and corporate libraries and information services.

Networking includes a mix and match of people's expertise to work toward the common goal of increasing access to information and promotion of our national goals.

Successful networking requires funding for hardware, software, and administration for all types of libraries and information centers.

QUESTIONS What resources/strengths/partnerships exist now that can be built upon to help us achieve these visions?

What barriers need to be removed or what resources/partnerships must be created to work toward these visions?

How can all libraries and information providers be assisted in their networking efforts?

What kind of investment and planning is needed for advanced network research for the 21st century?

How can networks help meet the needs of special interests - minorities, businesses, consumers, rural constituents, etc.?

What kinds of telecommunication needs must be met for networks to be accessible and cost-effective for all information users and for all information centers?

How can strengthening and streamlining existing cooperative networks ensure equal access to library and information resources despite economic inequalities and geographic isolation?

SOLUTIONS Expand existing cooperative networks in order to increase efficiency and effectiveness in the delivery of library and information services.; Networks connecting rural, small and urban libraries should be developed and supported both at the Federal and State levels to ensure basic library services.

A national network should be established which ties to international networks and allows existing state networks to tie in. Development of statewide networks should be encouraged in states where they do not exist.; State and local networks should be established to create state and local databases of public information accessible to all citizens of the area and to serve special constituencies (e.g., Native Americans, culturally diverse populations, the disabled, etc.).

A comprehensive approach should be taken at all levels to ensure a workable and productive networking plan. The plan should include public, academic, school, speical, government, for-profit, and not- for-profit libraries or information centers.

Networks should explore methods of allowing more individual end- users to access their databases and take advantage of these services from their homes, offices, and classrooms.

NOTES 1. AK02 AZ02 FL10 IN31 KY02 KY11 IIA04 MLA01 MT15 NCAI8 NE01 NE09 NE10 NH03 NY127 NY136 NY149 OH05 OR01 OR11 OR15 OR21 PL01 TX06 TX08 VA09

RECOMMENDATION NET02   SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE   COMMUNITY INFORMATION

ISSUE   Many citizens do not have adequate knowledge of community resources, consumer information, referral services and health care information.

BACKGND   Without a clearinghouse on community issues the underserved and unserved constituencies such as senior citizens. minorities and the disabled are denied equal access.

The library is a recognized coordinating resource in the community where an individual may go to find community resources.

We are living in an age of informed consent by an educated consumer.; The general public not only wants, but is demanding, more consumer and health care information.

QUESTIONS If the library is not the clearinghouse for this type of information, does any other agency exist which can handle this function?; With dwindling resources, why should libraries take on this additional task?

SOLUTIONS Public, academic, private school, corporate and other special libraries should link up through electronic networks and other means of resource sharing to achieve the widest possible disseminatin of information about jobs, careers, educational opportunities, productivity, and the economy.; Libraries should establish a network with others in the community so that the library will serve as a clearinghouse of community information and services available to all constituencies.

Libraries should coordinate and cooperate with all agencies and organizations (at community and state levels) to identify and provide information and referral on all available programs and services.

Hospitals and treatment centers should establish health care information centers in their institutions which contain practical, understandable information concerning medical conditions and lifestyle issues.; The health sciences and public libraries should establish linkages for providing citizens with consumer and health care information.; Patient libraries which contain carefully screened materials could be one of the alternataives for providing this service.

NOTES   1. MLA01 MLA02 MO13 MT18 NE02 NV07 VASTLIB07 WI03

RECOMMENDATION NET03 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE CORRECTIONAL FACILITIES

ISSUE There is a need to improve cooperative efforts between correctional facilities and information centers.

BACKGND Residents of correctional facilities have information needs which are not being fully met by their local information services.; Equal access to a broad spectrum of civic and legal information services is necessary to ensure the basic human rights of prisoners.; Access to such services can be beneficial for education and rehabilitation.

QUESTIONS What is the current state of correctional libraries?

Would the cooperating libraries benefit from this relationship?; Whose responsibility is it to provide information services to inmates?

How can the needs of the pro se patron (an individual representing themselves in a legal transaction) best be addressed?

SOLUTIONS Meaningful and workable interrelationships must be developed between correctional facilities and information centers.

NOTES 1. NY53

RECOMMENDATION NET04   SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE   FRIENDS OF LIBRARIES

ISSUE   Friends groups are vital to the strength and support of local and community library. These groups should be formed where they currently do not exist. For areas where they are already in place, Friends groups need to be strengthened so that they may in turn support and strengthen local and community libraries throughout the country.

BACKGND   A major objective of Friends of Libraries U.S.A. (FOLUSA) is to promote state-wide organizations of Friends of the Library.; A statewide friends organization is a structured association of participatory members, both individual citizens and local chapters, dedicated to supporting and strengthening library services and programs throughout the state and for the nation when appropriate. It may have a constitution and by-laws defining its function. It provides for communication and collaboration of members, assists new Friends chapters to organize, enables Friends groups to be more effective in their support of libraries, and advocates local, state and national legislation that will benefit libraries.

QUESTIONS How can Friends of Libraries be developed in cities and states that do not have them?

How can these groups be maintained?

How can Friends groups and volunteers best support the information needs of the citizenry?

What networks can be built between Friends groups and information providers to enhance services?

SOLUTIONS Friends of the Library groups should be established in all types of libraries by the year 2000 to facilitate new state initiatives for the improvement of library services.

Friends of Library groups will facilitate participation in achieving national objectives in the support of library services, strengthen the total state library program through their participation with trustees in state library professional meetings, increase the awareness of Friends groups in the overall mission of a library and the role Friends can play in its realization, e.g., the promotion of literacy and outreach programs, the importance of information access in a free society.

NOTES   1. FR01 FR05

RECOMMENDATION NET05 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE FUNDING

ISSUE If the United States is to increaase its productivity and stay competitive in the world marketplace, then sufficient funds must be provided to assure that libraries can continue to acquire, preserve and disseminate those unique and expensive information resources needed for teaching and research. A national, regional, state and local commitment of financial resources for library services is an indispensable investment in the nation's productivity. Democracy is at risk when libraries are at risk.

BACKGND Since the earliest days of the Republic, libraries have been consistent and major contributors to the nation's productivity. Today, libraries remain the nation's information source of first resort. Since the late 1800's librarians and libraries have participated vigorously in our struggles to increase national literacy. No other information source has contributed so much to so many for so long.

Several statutes, in particular the Higher Education Act (HEA) of 1965, have provided academic libraries the means to acquire, preserve and share such information resources, resources which are vital to teaching and research. Legislation like the HEA benefits citizens and groups far beyond those on local campuses engaged in specific experiments or studies, because library resources thus acquired are shared with scholars, scientists, and professionals everywhere.

At present, an inverse ratio exists between the resources libraries ought to acquire and their financial ability to do so. A single example: many school libraries can no longer afford the books and facilities needed to prepare our children to compete in tomorrow's world.

In February, 1990, President Bush and the nation's governors issued a position paper entitled, "Goals for American Education." In it, the President and the governors enunciated specific literacy goals. Attaining those goals by the year 2000 depends in large measure, however, on how well America's libraries can deliver and sustain a broad range of information resources and services.

Access to the rapidly expanding base of information and knowledge is the task of all libraries. Given the explosion of knowledge and the limited resources of any core library, ongoing and effective access can be accomplished only through cooperative efforts using new technology.; The funding base for libraries varies across governmental and instituional lines, but better funded libraries have begun to charge for service to poorer libraries as even they do not have adequate resources to subsidize other constituencies.

Despite its initial goal of reducing costs, modern networking has placed financial demands on libraries. Higher fees for database use, special equipment and computer software needs, and the need for staff with special training in technical areas have all added to the cost of library networks, but the availability of information has been expanded, thus improving services.

Due to the increasing role that public libraries are playing in addressing social issues and the decreasing amount of money allocated to public libraries, those libraries are finding it necessary to encourage private donations, as well as other diverse forms of funding.; Many libraries of all types, especially those in less wealthy communities, are unable to afford the automation and telecommunication tools needed to participate fully in networking activities. This is especially significant for school libraries, which need to participate in networks for the usual reasons, and to provide information technology training. The federal government is in the best position to address the postage and telecommunication expenses of library networks, and to help establish low cost telecommunication links.

QUESTIONS Who should pay the costs of networking? Who should bear the larger share of the burden? Is it possible for costs to be equitable?; Is it appropriate for library networks to get favorable postage and telecommunication rates? What about networks that include special or academic libraries in private organizations? Federal, state, and local governments as well as the governing bodies of relevant institutions and businesses should provide funding for hardware, software and network administrative needs.; How can acceptable levels of access be funded in a cooperative setting?; Should more provision be given to improve interlibrary cooperation and resource sharing categories under the Library Services and Construction Act and Higher Education Act?

Is it important that provision be made under the Education Consolidation and Improvement Act to allocate funds for school libraries cooperative projects and networking?

Should there be funding for multitype library networking?

SOLUTIONS Government and library officials and representatives of the private sector must work together to amass sufficient funds to provide diverse groups and individuals with the library resources they need to meet the challenges of our information age.

Congress must recognize it is critical to the national interest that support of education and research be continued by fully funding statutes like the Higher Education Act of 1965. Increase funding in Federal fiscal year 1992 for Higher Education Act, Title II-D, College Library Technology; Library Services and Construction Act (LSCA) Titles I, II, III; and the National Research and Education Network (NREN)

Funding agents, both public and private, must provide sufficient support for national bibliographic access programs to enable the nation to realize full benefits from the wealth of information its library collections contain. Congress should increase its support of the Library of Congress to enable that institution to coordinate national and international cooperative endeavors.; Congress must increase its support of library legislation which benefit the public directly through public libraries. Such programs include, for example, services to special populations like those available from the Library of

Congress's National Library Service for the Blind and Physically Handicapped and those that could be available through a similar national program proposed for the hearing impaired.

Coalitions of librarians, library trustees, library associations, library Friends and other library supporters must work with both the public and the private sectors to advocate, develop and enact stable, reliable funding sources which will guarantee the comprehensive array of information resources than America is demanding of its libraries, now and in the future. Government officials at all levels must increase and expand their commitment to fund and to support school, public, academic and special libraries. State governments should use their own and federal funds to establish school and public library partnership programs to provide comprehensive library services to children and young adults.

Congress should reauthorize in 1994, the Library Services and Construction Act, Title III, and expand funding to support multitype library systems, interlibrary cooperation, resource sharing and networking to ensure that students and citizens of all ages and locations have equal access to the nation's library resources.

Congress and state legislatures should amend the tax laws to provide for contribution credits, both cash and in kind, to encourage cooperation and innovation in libraries and information services. Explore new avenues of revenue generation such as government incentives or tax rebates for the development and use of information resources.

Federal and state government should enable information networks to function more economically through the passage of favorable rates for postage and telecommunication linkages.

NOTES 1. AL10 AL15 ALA02 ALA1 ASCLA DE04 FL02 GA04 GU07 HI05 IA20
KY02 LA02 MLA02 MO06 MO09 MO16 MO20 MS05 MT01 MT12 NE01 NV03 PR05
TX08 WI03 MO10

RECOMMENDATION NET06   SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE   GOVERNMENT COALITIONS

ISSUE   In order for all types of libraries and information service providers to be able to fulfill their missions, there must be effective cooperation with all governmental agencies. The value of libraries to their communities has not yet become a high priority for the public, government officials, and the media; inadequate funding for libraries significantly constrains both traditional and electronic services.

BACKGND   Libraries serve different constituencies, have different governing authorities, report to different local, state, and federal agencies, and have different missions and services.

Coalitions already exist between the library community, government agencies and their supporters. These coalitions need to be strengthened so that library and information services achieve the national priority required to increase financial support to a level which will support improved service.

QUESTIONS What is the position of library and information services in the nation; what priority should it assume?

What is the best strategy to use in recruiting governmental agencies to join forces with libraries to improve services?

SOLUTIONS Government and the library community must work to eliminate information barriers, including language and fees for service.; Government officials at all levels must increase and expand their commitment to fund and to support school, public, academic and special libraries.; Congress and the state legislatures should enact legislation to provide for partnerships between libraries and government agencies that serve all constituents.

Agencies need to cooperate at all levels of governemnt. When one type of agency has little need of another agency's activities, the lack of coordination affects services and programs. The need for collaborative efforts to support effective library and information programs is more important than the dollar amounts allocated.

Libraries, government agencies, and private sector agencies must work together to develop cost effective communication paths to increase the availability and use of public and private agency information.

NOTES   1. ALA02 ALA03 ASCLA CA35 FL18 HI13 IN11 ME03 MLA02 MN06 MO02 MO09 MO21 MO25 MT01 MT13 NE01 NE02 NE03 NJ02 NV03 NV07 NY127 NY91 NY92 OH05 PA01 PA08 VA09 VASTLIB02 WI03 WV24

RECOMMENDATION NET07 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE LEADERSHIP

ISSUE Despite a wide interest in networking and information services, there is no common agency responsible for evaluating the services and making recommendations related to policy and procedural issues for the administration of library networks.

BACKGND Provision of library services has historically been a local responsibility, no matter what the type of library. With increased emphasis and capability for networking, some structure is needed to avoid duplication of effort and to unite local interests.

Policy and procedural issues related to network administration need to be resolved. Where unresolved network administration issues interfere with resource sharing, they detract from the potential of library networks to provide equal access to information.

Independently, the nation's libraries are not satisfying the information demands of their communities. This situation was presented at the 1979 Pre White House and National Conferences and it is still prevalent.; Libraries of all types need to analyze their roles, their areas of responsibility for service, the uniqueness of their collections and their accessibility in order to reduce duplication and provide maximum service to the public.

There is a need for the involvement of the private sector in determining appropriate leadership roles for networking.

QUESTIONS In the case of resource sharing, who can say which library needs to have which resource?

Where technology is at issue, who decides who gets what?; How can evaluation of information services among types of libraries be accomplished?

SOLUTIONS State legislatures or local governments should establish library commissions, no later than 1995, responsible for coordinating and evaluating library services among all types of libraries.

Identify and charge a single library/information organization (such as the National Commission on Libraries & Information Science, American Library Association, Federal Library and Information Center Community, or some other national entity) or a steering committee representitive of these organizations to study provisions of information and the coordination of network services. The organization should be identified or formed and ready for action by year's end 1992.

NOTES 1. AL16 FLIC04 KY15 MO20 MT16 PR05 OR22

RECOMMENDATION NET08 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE BIBLIOGRAPHIC DATABASES

ISSUE For networking and resource sharing to succeed, it is essential that all libraries' bibliographic records are accessible through a national databases or networks. Only a small percent of the nation's library resources can now be identified through access to a national database.

BACKGND The nation will be able to maximize its investment in library development only through improved ability to access and share resources cooperatively in all formats.

Nationally coordinated, cooperative programs among libraries which provide a common, public body of information about their collections are vital to stimulate the nation's productivity. Libraries create and use bibliographic records of the material in their collections in two ways: first, to provide access to their resources locally and second, to share that access with library patrons throughout the nation. Such programs as the Cooperative Conversion of Serials program (CONSER) and the National Coordinated Cataloging Program have helped achieve both these objectives. However, funding for such programs has not been sufficient to enable the nation to enjoy their full benefits.

The creation and growth of local, state, regional, and national networks are inhibited when libraries do not add their bibliographic holdings.; The productivity of individual libraries is reduced when records are not in standardized machine-readable form.

Major research collections have been targeted for partial conversion to machine readable format, while many small and medium-sized libraries' collections have not received similar attention.

QUESTIONS What formats are currently used for conversion?; With records in a machine readable format, can they be used interchangeably in any computer system?

What costs are involved in conversion and what does it entail?

SOLUTIONS All unique library holdings should be accessible through a national database or network by the year 2000. The Library of Congress and bibliographic utilities (e.g., OUC, RLG, WLN) must forge a coalition to coordinate retrospective conversion and to encourage and foster cooperative agreements between existing and future state regional and national databases to facilitate the exchange of records.

Networks need to identify funding agents, both public and private, to provide sufficient support for national bibliographic access programs and retrospective conversion to enable the nation to realize full benefits from the wealth of information its library collections contain.

Federal and state governments and the private sector must provide funds that enable all libraries to automate their databases and to purchase computer and telecommunications technology. This technology will connect all information institutions into networks providing up-to-date information necessary for individuals and businesses to operate in the environment of international competition and cooperation.

Federal funds should be made available through programs such as LSCA and HEA for record conversion and tape-loading machine-readable records.

NOTES 1. ALA1 FL18 GA04 GA08 MO16 OR13

RECOMMENDATION NET09 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE NON-BIBLIOGRAPHIC DATA

ISSUE More complete information access must be available through library networks. Existing networks often provide a bibliographic citation but stop short of providing the actual information needed.

BACKGND Networks need to share information such as full-text newspapers, government databases, economic and financial data, and other types of data on a cooperative basis. In planning services, libraries should be aware of users who now access electronic databases through computers in their homes, offices, and classrooms.

There is a wealth of information available in local and state archives and historical collections.

Information is essential to the productivity of our government, businesses, and individuals. When people can obtain information more efficiently, as through network access to full-text documents, their productivity increases.

QUESTIONS What are the advantages of providing the actual information as opposed to the citation only? Who benefits?

If more people have access to library networks and full-text information without coming to the library, what is the impact on libraries likely to be?; How can documents best be delivered to information users?

SOLUTIONS Networks should make full-text information databases, commercial and non-commercial, more available to network users. Contractual barriers must be minimized or eliminated.

Networks should explore methods for allowing more individual end- users to access the network and take advantage of network services from their homes, offices, and classrooms.

A uniform format is necessary to support indexing of archival collections and historical material to enhance retrieval.

Document delivery services are an essential component of providing access to full-text and other non-bibliographic data. Information providers working in conjunction with state libraries must forge new cooperative enterprises to support document delivery.

The Federal govenrment should establish a central data bank of electronic forms and instructions intented for public use and a central access mode for federal electronic bulleting boards. The Government Printing Office may be the most appropriate agency to assume this responsibility because of its pivital role in ------- producers of government forms and information, and libraries in the Depository Library Program. PRIR 11

NOTES 1. AALL02 LA05 MT15 MT16 MT20 NCAI8 NE10 NY136 OR16

RECOMMENDATION NET10   SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE   PUBLIC/PRIVATE COOPERATION

ISSUE   Many organizations, in both the public and private sector, are faced with rapidly expanding information resources and dwindling financial support. Public/private partnerships will provide a broader web of services and information products for the nation.

BACKGND   Since the first White House Conference on Library and Information Services, libraries have made great strides in cooperating with each other. Multi-type library organizations have helped encourage this cooperation. It is time for more creative partnerships among information organizations and other organizations from the private and public sector.; Given the explosion of knowledge and the limited resources of any single library, ongoing and effective access can be accomplished only through cooperative efforts using new technologies.

Public libraries are basically community agencies devoted to providing services to people. There are agencies in communities that provide social, educational, health, recreational and other services to the same clientele as the library. By cooperating with other agencies libraries can design a more responsive information service system for all segments of the community. Success has been demonstrated through industry collaboration with libraries.; By coordinating and articulating literacy programs with other agencies libraries can prevent fragmentation of services.

QUESTIONS What part should library and information services play in cross- agency collaborative efforts to meet needs?

What roles should librarians and other information professionals take in effecting partnerships?

Should state-oriented electronic databases and paper directories be created to inform professionals where major state resources (archives, libraries, information centers, documentation centers, etc.) are located?

Should major conferences be convened to consider cooperation and collaboration?

What is the best strategy to use in recruiting other agencies to join forces with libraries to improve services?

SOLUTIONS A blending of community resources would help all of us to become information literate. This would involve teaching criticial thinking skills to both children and adults. Libraries should encourage and foster person-to-person networking and partnerships in their community.; New patterns of cooperation must be developed at the local, state and national levels to enable all types of libraries and information providers to fulfill their missions.

Networking for resources, services, personnel, and technology sharing should include the business/industry community as well as all types of libraries/information providers.

Economic development partnerships should be encouraged at all levels, utilizing and exploiting existing collaborative resources.; Local businesses should be encouraged to participate and cooperate with libraries to lay the foundation for greater literacy and individual productivity.

NOTES 1. ALA02 ASCLA CA35 DC03 FL18 HI13 IA15 IN11 ME03 MLA02 MO02 MO09 MO25 MT01 MT13 NE01 NE02 NE03 NJ02 NM20 NM38 NV03 NV07 NV10 NY127 NY91 NY92 OH05 PA01 PA08 VA09 VASTLIB02 WI03 WV24

RECOMMENDATION NET11 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE RESOURCE SHARING

ISSUE Citizens have a right to have their informational needs met in a timely manner; however, a single library's resources cannot meet all of these needs. Resource sharing extends the individual's reach beyond the library's walls.

BACKGND Students, business people, scholars, researchers, and the general public need an ever-increasing amount and variety of information materials to be their most productive and most informed.

No single library in this day and age own or hold all the information materials available or needed by its users.

The high cost of materials prevents libraries from developing satisfactory collections. Exchanging resources between libraries to meet user demands is a practical and cost efficient solution.

Libraries of all types and sizes have information resources that can be shared.

While interlibrary loan is well-established among academic libraries and among public libraries, resource sharing among all libraries needs to be increased in order to maximize use of these resources. This will assure access to all types of information to meet the needs of all library users.; Through interlibrary loan, library/information centers of all types - public, school, academic, and special - may access information from throughout the state and nation. Through the use of on-line and CD-ROM databases, satellite, telefacsimile, microcomputers, and other telecommunication tools, libraries can become an even greater source of information to their local communities.

QUESTIONS How can libraries meet the information needs of their users with limited resources?

How can libraries keep access and collection development in balance?

How can barriers be removed and networking enhanced among libraries of all types and sizes?

How can libraries serve their constituencies through cooperation and shared resources in order to meet their lifelong learning needs.; What factors have contributed to limited resource sharing in the past?; How can acceptable levels of access be maintained in a cooperative setting?

Is it feasible to increase resource sharing among libraries tied to institutions with specific missions so as to ensure that sufficient special resources are available when and where they are needed?; Should resource sharing include onsite borrowing privileges?; How can libraries and other information providers best share resources and develop collections cooperatively while working within copyright regulations?

SOLUTIONS Designate regional, state,and local centers for the coordination of shared database development and resource sharing. The centers will work to expand and enhance current bibliographic databases, provide technological links, conduct a series of dialogues to enhance cooperation, and work toward equitable subsidies for resource sharing. The centers will be staffed to minimize delays which might be perceived as being the result of distributed collections.

Agencies with which libraries are affiliated should be provided with information necessary for decision making to support increased resource sharing. They should acknowledge the need for this increased service and enable the libraries under their jurisdiction to carry out this service.; Investigate creative funding sources which support networking, shared databases, and cooperative materials purchasing.

Barriers exist that prevent resource sharing among all types of libraries - academic, public, school and special. These barriers must be recognized and overcome.

Libraries must place a high priority on the sharing of resources with improved interlibrary loan staffing, space, equipment and document delivery methods to help meet the information needs of the people; Voluntary agreements for direct user access should be established among all types of libraries including, but not limited to, borrowing privileges; and that as part of these agreements, the matter of staffing and other resources required for implementation be addressed.

Librarians, agencies and community leaders should expand their efforts to share resources to support national literacy efforts.; Discussions between publishers and information providers should be initiated to find creative solutions to copyright questions.; Encourage the sharing of human expertise in the professional library community and foster increased dialogue among all those concerned with the quality of the delivery of information services.

NOTES 1. AL15 AL20 ALA1 HI05 KS25 LA02 MT11 MT12 MT33 NE09 NJ02 NV03 OK16 OR06 OR13 OR16 OR22 PL01 PR05 SC05 TX08 VA09 KY15

RECOMMENDATION NET12 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE RURAL SERVICES

ISSUE Distance, cultural differences, small population, multilingual populations, and limited transportation options have made it impossible to make information equally accessible to rural and remote areas. Access to information at all levels in all geographic areas is basic to productivity.

BACKGND In rural areas where there is great distance between libraries and where collections are limited, it is important to provide networks which will enable all citizens to have equal access to information and materials to meet their needs for information to become more productive in their private and public lives.

QUESTIONS How do states meet the unique needs of rural communities in providing access to information?

How do libraries remove physical, intellectual, social, and linguistic barriers?

How do we train personnel for service in rural areas?; How can Federal and State information sources be delivered to rural areas?; Should the Federal govenment subsidize the delivery of information resources to rural areas?

Should georgraphy be allowed to be a factor in access to government information at any level?

Should geography be allowed to distinguish the format of delivery for government information?

SOLUTIONS Equal opportunity to participate in our country's economic, political, and social life depends upon equal access to information. Networking makes it possible for rural libraries to provide equal access to information.; Rebuild linkages between urban and rural communities through improved information services. Libraries already serve as community hubs and cultural centers, data centers, research centers, and retrieval systems. In the future, they may also be considered as courier drop-off centers in each community. Through interlibrary loan, library/information centers of all types - public, school, academic, and special - may access information from throughout the state and nation. Through the use of on-line and CD- ROM databases, satellite, telefacsimile, microcomputers and other telecommunications tools, libraries can become an even greater source of information to thei local communities.

Networks connecting rural, small and urban libraries should be developed and supported both at the Federal and State levels to ensure basic library services to all citizens.

Statewide and national networks should be established with leadership from State library agencies and the federal level. Access to these networks should be available to all types of libraries at all levels.

NOTES 1. AK02 AK03 KY02 MT20 MT27 NE09

RECOMMENDATION NET13 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE SCHOOL LIBRARIES

ISSUE School libraries face dwindling financial resources and must become more dependent on shared resources and volunteer support. Federal and state funding is needed to support networking among school district systems

BACKGND At a time when our nation's illiteracy is soaring and our nation's productivity is plummeting, we continue to countenance neglect not only of our school libraries but also of youth services in our public libraries. The Department of Education's own statistics establish that today, federal support for school libraries is a mere 60% of what it was a decade ago. Given such a sorry state of affairs, how can we as a nation hope to ensure a literate, democratic, productive future for ourselves, our children or our children's children?

QUESTIONS How can we maintain quality school library services given dwindling financial support?

How can we maximize use of resources and professional time available?; Should school library hours be extended?

Are information networks accessible to the nation's youth?; How can school libraries make maximum use of their resources?

SOLUTIONS State and federal governments shall maintain and enhance the school library systems in order to provide students and teachers with unlimited access to information.

Smaller communities may find it adventageous to pool resources to fund a combination school/publi library, or another cooperative library venture. The different laws governing the different types of libraries can make it difficult to implement cooperative building ventures. Revisions of state and federal laws or enactment of new laws could facilitate such ventures.; Regional and national networks of school libraries are needed to make maximum use of resources.

NOTES 1. ALA02 CA35 IN21 KS24 LA02 MO06 MO09 MT33 NJ02 NY103 NY126 NYASL03 OK16 OR06 WA04 WI01

RECOMMENDATION NET14 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE SPECIAL LIBRARIES

ISSUE Special libraries are unique instutions with wide ranging collections. However, they are under-represented in current networking activities. Access to the collections of special libraries and to the expertise of special librarians would enhance the value of resource-sharing networks.

BACKGND Title III of the Library Services and Construction Act has been extremely successful in promoting resource sharing and networking by public and academic libraries on a statewide level.

Many special libraries with unique and valuable collections have only recently been included in these networking activities.; Native American communities have unique information needs which could be met by a national network linking native American collections.; Many of these special libraries serve isolated communities where both the community served by the special library and the network could mutually benefit by sharing resources.

An example of a currently existing special library whose network could be expanded and used as a model of one type of special collection is the Labriola National American Indian Data Center located on the Arizona State University campus.

QUESTIONS

SOLUTIONS Funding for Title III should be increased to allow for additional grants to all types of libraries.

Restrictions and requirements that govern the receipt of grants should be revised to allow all types of libraries to participate in a publicly available resource sharing network.

Investigate all types of special information collections and evaluate the best way to integrate them into a national network.

NOTES 1. ALA03 MLA01 MS05 MT20 NCAI8 NE10

RECOMMENDATION NET15 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE STANDARDS

ISSUE There is not a coherent set of standards on the dissemination of that information. Standards and protocols are essential to facilitate efficient networking, to provide full support for coalitions and data exchange and to ensure a means of equity for access to information. Private entities are now taking charge of packaging, marketing and distributing publicly owned information and the information is available primarily in vendor specific, proprietary formats.

BACKGND United States government, business and industry, and education are falling behind because they cannot access the information resources they need to stay ahead. If the U.S. fails to make it possible for researchers and educators to effectively use its information resources, this country will no longer lead the world in new ideas. Information is an indispensable resource and the technology needed for the networks of the 21st century requires new investment in advanced network research now.

Current networks are not sufficiently interconnected. Existing networks do not have enough capacity for advanced uses and applications.; Current interlibrary loan protocols have been very successful in encouraging libraries to share their resources, thus increasing access to information. New philosophies and attitudes about cooperative collections call for innovations and change in established codes to insure continued access to resources in all formats.

Lack of standardization of software and hardware and for information exchange makes usage of products and programs more difficult.

QUESTIONS What standards are currently in use?

Who establishes the standards?

Is there one agency which can require conformance to standards?; Is it possible to link internationally without conforming to standards?

How can libraries and information centers agree on interlibrary loan protocols?

SOLUTIONS Partnerships and coalitions, along with database standardization, should enable libraries to best coordinate their vast knowledge base to serve the network as an integral resource.

An international conference should be convened within the next five years to finalize and adopt national/international standards to ensure compatibility among networks.

Telecommunications standards for information access must be adopted for inter-system connections and data communication lines. Current cooperative development activities related to the linked systems project (LSP) must be completed within the next three years. The Library of Congress, OCLC, Resarch Libraries Group, and various private sector entities must continue their cooperative progress toward this goal.

State and local government entities should standardize the approach they take to information storage and dissemination.

Government agencies must develop and use industry-standard formats for the release of their information.

Any library receiving state or federal funding, which is used to build local collections, must contribute their machine readable bibliographic local records to the state and/or national database in MARC format and provide bibliographic local records to the state database and provide facilities for accessing other online information databases, and make their materials in any format accessible to all citizens.

Assistance should be provided from the federal level to further standards for the automation and networking of libraries, to advance plans for cooperative ventures in states and regions for resource- sharing, and to develop legislation supporting cooperation among agencies at the federal and state levels.

Continue progress toward standardization of citational indexing.

NOTES 1. ASCLA00 AZ04 FL10 FL18 FLIC03 IN02 KY15 MT15 NY149 TN01 WA04

RECOMMENDATION NET16 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE Legal Information

ISSUE To be effective participants in our democracy, and to ensure that basic rights are upheld, the nation's citizines must have equitable access to a broad spectrum of legal information.

BACKGND Delegates at the 1979 White House Conference acknowledged the basic need for "a national policy to ensure equal access to necessary basic legal information," to improve legal collections in public libraries, to train librarians in basic legal reference skills, and to guarantee access to local publicly supported law collections.

As legal information grows in magnitude and complexity and as the preferred means of legal information access shifts from traditional to electronic forms, the need to ensure equal access to legal information will increase. Although the present commercial legal database are easy to use, they are expensive and are generally unavailable for use by the pulbic, even in law libraries with public access programs

Increasingly, government-produced legal information will also be electronically disseminated. The vase majoricy of government maintained databases, including databases of legal information, have not been made available to the public or to libraries.

As law firms and corporations turn increasingly to electronic sources for legal information, the lucrative professional market support for the preparation of traditional legal research publications and finding tools will decline. Citizens in all types of libraries rely on these traditional sources to meet their legal research needs. Without professional market support these publications will become more expensive and less available.

QUESTIONS What can the government, libraries and the information marketplace do to ensure electronic legal information is available to the public; how can these groups assist citizens in using electronic retrieval systems effectively.; Where does the responsibility lie for ensuring adequate access to electronic legal information.

How can the information marketplace be encouraged to provide traditional legal sources at prices that place them within the reach of public libraries.; To what extent should libraries provide on-site and remote access to electronic government information to the public.

How should electronic library services be funded.

SOLUTIONS The general library community should establish thies with law librarians, law library associations and legal professionals to promote development of programs for public access to commercial legal databases and to implement legal research training programs for general librarians. A joint task force should be formed to investigate and recommend plans for action with first meetings to be held in Fall 1991. Members should represent the American Library Association, the American Association of Law Librarians, the American Bar Association and the information marketplace.

Libraries should be encouraged to evolve from passive information repositories to active communication ports for legal and govenrment information. Government agencies and libraries should conduct campaigns to inform citizens and business-people that libraries disseminate government information and provide access to legal information.; The current two year pilot program (Project Hermes) for electronic dissemination of U.S. Supreme Court opinions should be extended and made broadly available to the nation's libraries. Depository libraries should publicize and encourage use of the Project Hermes Bulletin Board to access the opinions and should assist Project Hermes and the Government Printing Office in designing a user-friendly service that can be accessed directly by the public.

Last year, Congress considered, but failed to enact, the Government Printing Office Improvement Act of 1990 (H.R.3849), a bill that would have been the first step toward public access to government information in electronic form. Similar legislation must be developed and passed. Library organizations and the private sector must forge coalitions that support the passage of this important legislation.

NOTES 1. AALL05

RECOMMENDATION NET17 SOURCE: PRE CONFERENCE NETWORK COMMITTEE

TITLE DEPOSITORY LIBRARY PROGRAM

ISSUE How can the partnership between libraries and the Federal Government be strengthened and improved to effectively support the Depository Library Program as a primary means of bringing publications and government information to citizens?

BACKGND In 1814 the American Antiquarian Society in Worcester, Massachusetts became the first federal depository library. Today, nearly 1,400 public, academic, law school, court, and special libraries participate in the Depository Library Program.

The Government Printing Office administers the depository program and supplies participants with government information in print, microform, and most recently, on computer discs and CD-ROMs. In exchange, depositories provide the public free access to government information and material. The Association of Research Libraries estimates that for every dollar the Federal Government spends creating publications, depository libraries spend $10 making them available to the public.

In the past decade this partnership for making government information available to the public has become strained and, increasingly, less effective. Federal agencies frequently fail to comply with their legal obligation to provide publications for distribution to depository libraries. Equally significant is the impact of automation on the availability of government information. Government information that was never readily available in print form is now produced in electronic format and information that was contained in printed publications is now only available electronically. In short, citizens enjoy less access to government information.; Although depository libraries have begun to receive some electronic information products and services, no clear policy mandates the provision of electronic government information to depository libraries. A 1989 opinion from the Government Printing Office's General Counsel determined that GPO does have authority to distribute federal agency publications in electronic format; unresolved was the issue of depository access to government information in online databases. In 1990, Congress considered, but failed to enact, the Government Printing Office Improvement Act.

QUESTIONS How can the Depository Library network be most fully utilized to deliver government information to the public?

Are legislative initiatives necessary to guarantee that government information, regardless of format, is distributed to depository libraries?

What must be done to ensure that depository libraries take full advantage of information issued in electronic formats?

What opportunities exist for private/public partnerships in informing the nation?

How can depository libraries serve the information needs of a diverse public with differing needs and literacy/computer skills?

SOLUTIONS Existing mechanisms, such as the Federal Publishers Committee, should be strengthened to assure that the Government Printing Office is notified about all non-GPO publications in order to obtain sufficient copies for distribution to depository libraries.

Congress and the Administration should enact legislation to specifically include government information products and services in electronic formats in the definitions sections of Title 44 of the United States Code, to guarantee depository library access.

The Superintendent of Documents and depository libraries should develop an educational campaign to inform elected government officials, federal agencies, and the general public about the resources and services of depository libraries.

The federal government, libraries, and interested participants in the private sector should encourage public/private sector partnerships to provide enhanced access to government information and, especially, to develop innovative technological solutions to improve the delivery of government information to the people.

The Depository Library Program be strengthened to specifically include information in electronic formats; that federal agencies observe their legal commitment to provide government information published in-house or by commercial printers to the Government Printing Office for distribution to depository libraries; and that federal agencies, elected representatives, and libraries vigorously promote the Depository Library Program as a primary source for government information.

NOTES

TECHNOLOGIES

RECOMMENDATION TEC01 SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE Education

ISSUE Libraries and other information providers are not making full use of modern information technology for educational purposes.

BACKGND Libraries and media centers in all types of educational institutions are increasingly faced with growing competition for adequate funds to acquire technological support for educational purposes.

The proliferation of information resources, the growing need for information and life-long learning skills and the development of new technologies have opened up new possibilities that need to be explored.

Educational research has proven that the use of media will significantly improve learning and retention of information.

CD-ROM disks, inexpensive storage, image access and storage, satellite, cable, broadcast microwave and optical fiber transmission have enormous potential.

Public television represents a technology link that is similar to libraries. It serves public interests, without cost, to inform, enlighten and entertain. Public TV serves 98% of American homes. Public TV stimulates the written word i.e., "Reading Rainbow," "The Civil War," "Voices and Visions."

Libraries need to be recognized as integral compenents of an information matrix in support of a democratic society.

QUESTIONS How can the available technological accessibility of public television and libraries be used together through services to advance the public good for productivity, democracy and leadership?

Are there technologies that we are not taking advantage of? If so, what are the implications?

What decisions need to be made to take advantage of technology in improving library and information services?

What steps should libraries and information service providers take to make more effective use of information tecnologies?

What are successful models for community information technology sharing?

What are the barriers to technology sharing in education?

SOLUTIONS Libraries and public television should develop information partnerships through incentive programs.

The Department of Education, through its America 2000 program, should provide research opportunities to study the combined use of text, data, video and audio as a technology for home/school educational access.

State Education Departments should provide access to technology tools through public library services to all children attending K-12 schools.

Congress should provide increased categorical funding for research into technological models that support information access in education.

State Education Departments should provide incentives for information technology training in programs that will lead to "information literacy."

Schools should have modern, well-equipped library media centers.

Libraries and media center personnel should promote use of educational films and video as "teacher trainers" and models for other educational personnel.

Companies should be encouraged to donate technology equipment for education through tax incentives.

Schools, libraries, public broadcasting stations and others need to work in tandem to teach basic information literacy, especially to young people entering the workforce.

Funding agencies should be sensitive that the cost of educational technology in libraries should not be a barrier to access.

The Department of Education should develop gateway access among diverse technological systems in education.

NOTES 1. AAPTS01 AFVA01 AL03 AL17 AVLA01 FL07 IN18 MD01 MO05 MT02 OR12 WI06

RECOMMENDATION TEC02 SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE Government Electronic Information

ISSUE The management of government electronic records and the continuing availability of information in electronic format, especially those with historical or other research value, are major challenges.

BACKGND The increasing use of computers and automated information processing systems has accelerated the speed with which information can be created, transmitted, transformed, acted upon, and destroyed. The creation of complex and continuously changing databases, the advent of compound documents which include information in non-textual form, and advances in telecommunication, have combined to create a fluid information world in governments where the traditional concept of "record" as something embodying "fixed and recorded information" is obsolete. These revolutionary technological changes are altering our concepts of "records," "documents," and "library materials" and blurring the distinctions among them. The new age of electronic information systems wreaks havoc on many traditional ways of documenting government activity and preserving a long-term records of that activity. In electronic information systems, the data are constantly changing and the media are fragile. Highly specialized and often expensive equipment is necessary even to read the records. These new information systems require new management systems.

NASA has information from space flights which are stored in electronic form. These records cannot be retrieved due to changes in technology.

QUESTIONS In what areas are guidelines and standards needed for electronic records and information systems, and how should they be developed?

What can be done to persuade federal and state governments to adopt new approaches that will meet the problems associated with electronic records, for instance, requiring that archivists be involved or consulted in the design of information systems, identifying electronic records with continuing value early in their life cycle, and ensuring that program managers assume a measure of responsibility for the identification and preservation of electronic records with continuing value?

What can be done at the state and national levels to encourage a dialogue among librarians, archivists, records managers, and other information specialists, on common information technology issues and problems?

What can be done to encourage and facilitate the issuance of government publications in electronic form and arrangements for appropriate deposit of such publications with libraries?

SOLUTIONS The National Commission on Libraries and Information Science should study the issue of electronic records in government. Policies and procedures should be developed to ensure the sound management of government electronic records and the continuing availability of information in electronic format that has continuing historical or other research value.

Key federal agencies, particularly the Office of Management and Budget (OMB) the National Archives and Records Administration (NARA), and the National Information Standards Organization should develop guidelines and regulations to guide and direct federal agencies in the management of electronic records, with particular emphasis on maintenance of and continuing access to those that have lasting historical or other research value. Policies for electronic records should be developed as part of overall government information policy.

State governments should also develop guidelines and regulations to guide the management of electronic records by state agencies. As is the case with the federal government, these policies should be developed as part of overall government policy.

NOTES 1. NAG01 AALL05 AR13 IA05 IA05 NAG01 NAG01

RECOMMENDATION TEC03   SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE   Impact

ISSUE   Libraries, archives, information services, and citizens find it diffi- cult to adopt and make increasing use of information in electronic form and other tools of information technology.

BACKGND   More information is available today than ever before. [NOTE TO SUMMER CONFERENCE ORGANIZERS: Find some statistics from book Information Anxiety about volume of info today, i.e., there is something in this book about how one day's issue of the New York Times has more information than was published in the 16th century - verify this.]

It is becoming increasingly difficult to keep track of this information. Faster networks, electronic storage of information and telecommunications have exponentially increased an individual's opportunity to identify and receive information. In order for citizens to be able to access the latest information in the most efficient and timely manner, more data needs to be available in electronic format. Libraries and information services must also have access to the latest technological tools in order to offer these services.

The proliferation of new information technologies used in the home, i.e., fax, interactive video, places an increased demand for these new technologies in the library. It also creates a need for an understanding of these technologies.

Much of the information to be converted to electronic format is protected by copyright. It is currently unclear as to how this issue will be handled.

Today, income tax returns and securities filings can be electronically transmitted to Federal agencies. Soon the public will use computers to submit Social Security claims, renew driver's licenses, bid on government contracts, and perform countless other transactions.

Electronic bulletin boards mark an important new development in government publishing. Many government agencies now operate bulletin boards to disseminate public information. Some bulletin boards are becoming interactive communications channels. Citizens may soon use computers to communicate with agencies to view and comment on proposed regulations. Agencies and Congress may someday conduct conferences and hold public hearings via electronic bulle- tin boards.

Increasing patron expectations of free and timely access to information assisted by effective but costly systems for electronic storage and dissemination are colliding with the reality of woefully inadequate library budgets.

More information will be available in electronic and other non-print formats than in print format in 5 to 10 years.

The number of serials, titles, and articles are exploded. Ulrich's International Periodical Directory Directory for 1990-91 lists 116,000 titles versus 69,000 in the 1985 edition.

Databases have grown from 400 to 4,000 in less than 10 years.

QUESTIONS Are new technologies barriers to access?

How can libraries and information services continue to meet their patrons' burgeoning demands for access without undermining economic incentives to create and disseminate intellectual property?

What government infrastructure must be created or modernized to disseminate electronic law-related information to libraries in the federal Depository Library Program and to other libraries?

To what extent should libraries provide on-site and remote access to elec- tronic government information to the public?

How can libraries and information services pay for the additional cost of converting traditional print resources to electronic format?

How can key libraries in rural areas be brought up to the same level of capability found in academic and larger libraries in major metropolitan and wealthy suburban systems?

How will libraries and information services manage the technical infrastructure for these new technologies?

How can libraries and information services meet user's needs while assuring copyright holders' rights to fair compensation?

SOLUTIONS Libraries and other information services should make increasing use of electronic information storage.

Libraries must find ways to deal with the impact of technology, including showing researchers how to use systems, maintaining appropriate equipment, and making information available by phone, fax, and other devices.

Libraries, and the library profession, need to find ways to deal with technological developments. This requires reexamination of the profession's approaches and adaptation by individual libraries to meet new and emerging needs.

The National Commission on Libraries and Information Science should initiate a study on the future of the library and information services in America which should include a description of the appropriate use of technology and recommended ways of funding these new technologies.

Libraries and information services should seek voluntary contractural and licensing arrangements with private sector publishers, vendors, database compilers and document delivery services.

There should be cooperative efforts between libraries and the private sector to harness technology to serve users, promote efficiency in library services and compensate copyright holders.

Publicly funded library services should supplement, not supplant, privately developed information products and services.

Copyright holders need to cooperate with libraries as libraries look to technology to meet the ever-increasing expectations of the user.

Methods must be devised for capturing and converting information from other formats to electronic format.

The Federal government should establish a central data bank to electronic forms and instructions intended for public use and a central access node for Federal electronic bulletin boards. The Government Printing Office may be the most appropriate agency to assume this responsibility because of its pivotal role in linking producers of governement forms and information and libraries in the Depository Library Program.

NOTES 1. AALL02 CT07 CT08 FL12 IIA01 IN13 MI02 NJ03 WV10

RECOMMENDATION TEC04 SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE Leadership/Economic World

ISSUE Libraries, archives, and other information services must take the lead in making information available to citizens, educators, and business, thereby contributing to the progress of society and the economy.

BACKGND The world economy is increasingly information-based and information-driven. The extraction, distribution, and manipulation of information, are, collectively, becoming a primary economic activity. Information itself is now an asset and a resource that is essential for education, economic activity, and social progress. Libraries and other information services are the focal point for much of this information: they serve as repositories of information, make it accessible, disseminate it, and help shape the information world and help determine the future course of information policy development. Their professional expertise, their role as custodians, their work in facilitating access, and their potential as ombudsmen for users and the public all point to a leadership role in this complex, rapidly-changing area.

Citizens lack the equipment or the computer literacy necessary to conduct electronic transactions. Even sophisticated users will need electronic access to a body of government information traditionally held by libraries, including government forms and instructions, personnel directories, calen- dars, annual reports, newsletters, and standard works, such as the U.S. Government Manual, which describes the structure and function of government offices. Libraries, in the long-standing tradition as intermediaries between information producers and information seekers, can equalize, ease, and enhance public dialogue with government offices.

QUESTIONS How can we better define, measure, and report on, the importance and role of information as a resource for modern society and the economy?

How can librarians and other information services make information more readily available that is needed by businesses?

How can partnerships be developed between the library community and the educational community to make information available for educational purposes and to educate students in the most effective use of modern information technology?

To what extent should libraries provide on-site and remote access to electronic government information to the public?

To what extent should libraries provide workstations for citizen-to- government communication?

SOLUTIONS Federal and state programs should support and facilitate information systems that make appropriate information widely accessible in electronic form.

Libraries and other information services should work with educators and business interests to identify information that is most important to their work.

Libraries should expand their available information on job openings and other employment information.

Federal and state statutes and information policies should define the conditions under which government information should be made available to businesses.

Libraries should become the "electronic doorways" to information needed by educators, businesses, and other citizens.

Libraries and information services should work with the private sector in developing technology that will best serve the needs of business and the public.

NOTES 1. AALL02 CT13 DE04,

RECOMMENDATION TEC05   SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE   Leadership/Information World

ISSUE   Libraries, archives and other information services must take the lead in shaping information policy and ensuring that information technology is used for the public benefit.

BACKGND   Advances in information technology, especially the increasing use of computers, creation of information in electronic form and widespread use of electronic information systems, are significantly transforming the way information is created, transmitted, and used. The new and emerging information world is not entirely compatible with existing laws, regulations, standards and approaches that guide the use of library and other information resources. Market forces, rather than the vision of library and allied information professionals, often determine priorities and direction. As a result, key information policy issues, e.g., information interchange and longevity standards, access, dissemination, and management of information with lasting value, are not being addressed or are only being addressed in part.

QUESTIONS How can the library and information community most effectively identify issues relating to information technology where the insights and views of information professionals are most relevant and helpful?

How can the library and information community best organize and marshal its resources in order to play an effective leadership role in this area?

How can the library and information community, and appropriate government agencies, articulate and assert the public interest in information technology and information policy issues?

How can we most effectively measure the impact and benefits of information technology issues, continually reassess those policies and revise them as needed?

SOLUTIONS Libraries, archives, and information services, especially through their professional associations, should clearly articulate views and recommendations on key information technology issues.

Government authorities, including Congress, the Office of Management and Budget, Library of Congress, National Commission on Libraries and Information Science, the National Archives and Records Administration, and the Government Printing Office should actively seek and take these views into account when developing policy in this area.

Companies offering and developing products and services in this area of information technology should work with librarians, archivists, and other information professionals to ensure that information technology is used for maximum educational, research, and other purposes that benefit the public.

NOTES   1. AALL02 CT13 DE04

RECOMMENDATION TEC06   SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE   Networks

ISSUE   Much information is not available through national and state databases, networking and other forms of linkage. Local libraries do not have the ability to access or to disseminate this information.

BACKGND   At the national level, there appears to be lack of coordination among libraries to maximize existing resources and encourage the sharing of information. Efforts in this regard have been fragmented and existing resources are not maximized

To be fully a part of our societal infrastructure, a national information network needs to be accessible to all.

New technological developments enhance the means by which libraries can share information electronically, but libraries do not have adequate resource sharing networks

While information professionals have been learning the new technologies, others have been planning and establishing voice, data, and image networks

Plain text and binary files are the most commonly used networking tools. However, existing networks are capable of carrying other types of information, including image and voice.

Many federal and state networks are loaded to capacity. For example, the 500,000 users and 60,000 computers connected to the Internet have strained its capacity to deliver the information and services being demanded of it. The federal government is beginning to take steps to develop a super network, intended to evolve from the Internet.

Electronic dissemination of government-produced legal information will also become more prominent. The U.S. Supreme Court's Project Hermes, a two year pilot program for electronic distribution of the Court's opinions, is making the opinions available electronically to cooperating depository libraries through the U.S. Government Printing Office.

However, the vast majority of government-maintained databases, have not been made available to the public or to libraries. Last year, Congress considered, but failed to enact, the Government Printing Office Improvement Act of 1990 (H.R. 3849), a bill that would have been the first step toward public access to government information in electronic form.

QUESTIONS What is the role of the commercial sector in working with libraries and information services to develop networks?

How do libraries and information services plan for and fund implementation of national/state networks?

How can libraries and information services implement the use of networks consistent with the tradition of free and equal access?

Will this format be available to the public in order to obtain access through home computers?

How should NREN be organized: should it be a linking of the scientific and research community or should it be tiered so that libraries and information services will be able to tie into the system?

How can libraries and information centers in the United States best contribute to and benefit from the National Research and Education Network?

If NREN is established, how can small libraries get the technology to be connected to it?

How can existing library information/networks be integrated into this proposed super highway?

How will libraries other than academic institutions access NREN and at what cost?

Why should the federal government be encouraged to provide authorization and funding for the National Education and Research network?

How will development of fiber optics to the home allow for local access to information services?

What can be done to make current and future networks user-friendly?

What can be done to encourage the Government Printing Office to expand its electronic dissemination program to increase the accessibility of federal information and to support depository libraries in providing public access to electronic sources?

SOLUTIONS In general, Federal and state governments should ensure that there is widescale access to all kinds of information, particularly that in electronic form, using modern telecommunications and other technology.

State library and archival agencies should ensure that information maintained in electronic form is made available at local access points.

Congress, in NREN legislation, should indicate as public policy networking and accessing information in all libraries and other information repositories at all levels.

Federal and state authorities should provide for toll-free electronic access to present and future databases which exist in a central location.

State libraries should develop electronic access/information locator systems to assist citizens in locating desired state services and information.

There should be a national network to expedite access to information. To that end, Congress should pass the bill providing NREN; it has the capacity to revolutionize research.

Library materials, documents, historical records, and other materials, should be easily accessible via statewide databases developed with federal and state resources.

Libraries should make their bibliographic holdings available through databases and networks.

NOTES 1. AALL06 CA24 CA33 CT07 DC10 FL12 GA08 HI04 HI04 HI04 ID09 ID09 IL10 IN12 KS06 LA02 MN05 MN05 MS17 MT14 NE06 OH08 OH08 OK21 OR01 PR07 TN01 WA05

RECOMMENDATION TEC07 SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE Research and Development

ISSUE Research and development efforts in the area of information technology are insufficient and uncoordinated, and there is no comprehensive research and development agenda in this area.

BACKGND Critical areas such as standards for electronic media that need to be permanently preserved for continuing research, are not being addressed. Research in other critical areas, such as information interchange protocols, also need attention. In other cases, such as research into optical media longevity, research is carried out in several places without coordination or cooperation, leading to overlap, duplication and inadequate dissemination of results.

On the other hand, a great deal of research is being done today in the area of information retrieval, artificial intelligence, large data storage, scanning technologies, human interface and so forth. However, much of this research is being done without involving libraries. Many of these issues are ones which libraries have grappled with for quite some time in their daily dealings with providing information for a widely diverse range of resources and to an ever increasingly sophisticated customer base. Libraries not only deal with these technical issues, they also deal first hand with the people who must use these technologies.

Libraries have a great deal of experience and expertise in many of these areas and should be more involved in the actual research of these issues. Libraries are excellent living laboratories for much of the research being done in information technology today, but they are often overlooked by researchers studying these areas.

Currently, there are government programs which encourage public/private partnerships. One such program, the Small Business Innovation Research Act (SBIR) administered by the Small Business Administration (SBA) supports hundreds of research projects. The Department of Education because of its large research budget is mandated to participate in this program. Libraries could be assisted in new research developments in by participating in this program.

QUESTIONS How can a comprehensive research and development agenda be developed and pursued to ensure that information technology issues are addressed?

How can government agencies, professional associations, corporations that provide information technology products and services, and other appropriate organizations, be involved in a coordinated approach to research and development?

What should be the funding sources for research and development in this area?

SOLUTIONS Congress and state legislatures should make funds available to publicly supported agencies and institutions to allow them to pursue research and development in the library field.

Libraries should actively identify and pursue research in areas which affect them such as information retrieval, large storage devices and human interface.

The Library of Congress and the National Archives and Records Administration should collaborate to develop a central office or mechanism to serve as a clearinghouse and coordinating point for research and development in the area of information technology.

The library and information community, appropriate government agencies, professional associations, and companies that offer information technology products and services, should cooperate on a coordinated research and development agenda.

The National Archives and Records Administration and the National Historical Publications and Records Commission should provide increased support for research and development efforts in the area of electronic records. According- ly Congress should provide them with sufficient increased funding to meet these significant and growing needs.

Congress should support existing entitlement and other funding programs and, where appropriate, develop new funding mechanisms that support research and development in information technolgy.

The U.S. Department of Education should maintain categorical funding procedures for entitlement programs for research and development.

Libraries should participate in the Small Business Innovative Research (SBIR) program through the Department of Education for all research and development projects.

NOTES 1. KS04 MI02 MS04 NY132

RECOMMENDATION TEC08   SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE   Standards

ISSUE   Standards are needed to ensure hardware and software compatibility, to ensure longevity and preservation, and to ensure that information in electronic format can easily be interchanged, accessed, and used.

BACKGND   Information is increasingly maintained in electronic form, but in a variety of formats, hardware and software, and is subject to different manufacturers' conditions. Public access to information in the future will require uniformity of standards for information format compatibility, ease of training and maintenance.

National standards are needed for hardware, software, and networking procedures to enable successful information exchange between libraries.

The ability of users and library staff to conduct searches in a common manner without learning new procedures for each system is important to improving access.

Consistent terminology for indexing, bibliographic entry, and subject searching will increase the chances for retrieving data to satisfy information needs of individuals.

The commercial sector should be involved in setting standards for products and equipment.

Dvelopments in information technology are limiting access to information with respect to information that is no longer available in a traditional paper format because the lack of standardization of both hardware and software discourages libraries from obtaining information in machine-readableformat.

Currently there are groups that develop and maintain national technical standards to support library and information services.

Information standards that bring about compatibility between information systems and products can have a major impact.

New standards for for creating, organizing, and retrieving information will be required to assure that all information resources can be easily accessed and shared.

QUESTIONS What are the barriers to developing interfaces between diverse systems?

Who should bear the costs of developing interfaces between diverse systems?

To what extent are standards already developed?

What kinds of standards are needed most?

What are the difficulties in developing national information standards?

As library and information services grow increasingly dependent on automated process, how can standards be used to maximize library and information services and provide the broadest access to information products and services?

How can libraries participate in the standards development process and best support the imlementation of standards so information can be shared most efficiently?

What mechanisms need to be put in place so information consumers will know that information products and services incorporate the highest national standards?

What impact has the lack of standardization had upon the services and capabilities of libraries?

SOLUTIONS Federal and state library and archival agencies in concert with standard- setting agencies, should ensure that standards are developed and applied to ensure hardware and software compatibility and information interchange.

The American Library Association should develop testing and verification procedures for ensuring genuineness of MARC and common command language.

Federal and state governments should establish uniform standards to guide collection, access to, preservation of, and dissemination of, information in electronic records systems.

Federal and state library and archival agencies in concert with standard setting agencies, should ensure that provision is made for standards, hardware and software, copying, and other work to ensure the identification, preservation, and use of information created in electronic form (electronic records).

Libraries and information services should work with the commercial sector in setting standards for products, equipment and services.

NOTES 1. AL17 AR26 AR29 FL13 FL13 KY09 KY09 KY09 KS07 MS04 MS19 MS19 NISO01 NISO01 NISO01 OH02 OH02 OK21

RECOMMENDATION TEC09 SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE Technology Training/End Users

ISSUE The lack of understanding of how to use modern information technology tools prevents access to information.

BACKGND Citizens today face an increasingly complex information world. They need to be prepared in order to function as fully participating members of society. Libraries can play an important role in providing training in information technologies to citizens in an information complex world.

A large percentage of library patrons, particularly the elderly, have no experience in the use of a computer. They are not able to access the information many libraries have transferred from card catalogs to online public access catalogs. These patrons are intimidated by and fearful of computers.

QUESTIONS Should states and localities allocate funds for modern methods of training end users and information access?

Should local public libraries assume a leadership role in being more responsive for implementing and training in information technologies?

Should information specialists be trained to make them capable of identifying and using many available software sources to assist end users?

What is the appropriate level of "current" technology used for end users, i.e., is the most up-to-date version needed?

Will more sophisticated library and information users expect additional services for the library?

SOLUTIONS State legislatkures should provide an incentive plan to upgrade equipment to current generation.

Congress and state legislatures should provide special tax incentives for donations of technology equipment to libraries to support current program access.

Develop a national database/bulletin board of end user experts as an ongoing on-line conference.

The President of the U.S. should declare this next year as "The Year of Library Information Technology" with events to dramatize effective applications supported by leading corporations, associations, and institutions.

Congress should provide national software demonstration sites at land grant institutions for public access.

Federal and state legislation should require all institutions receiving government funds to provide computer access to the public.

Libraries should provide access and training to the new information technologies to all users.

NOTES 1. DC05 IA03 IND18 MO08 WV22

RECOMMENDATION TEC10   SOURCE: PRE CONFERENCE TECHNOLOGY COMMITTEE

TITLE   Technology Training/Information Professionals

ISSUE   New and expanded approaches are needed for the education of librarians and other information professionals to ensure that they fully understand and can deal with modern information technology.

BACKGND   Emerging technology brings tremendous challenges to the library and information professionals who need to acquire updated facilities and resources to serve sophisticated users.

New information technology requires library and information professionals to update continuously their knowledge and skills in the field.

Library education programs of all levels including undergraduate and graduate programs and continuing education are generally not easily accessible because of geographical distance and high tuition.

QUESTIONS What will happen to the community if the library and information professionals serving them do not have necessary knowledge and skills of new information technology and resources?

Is there an urgent need for training and educating the library and information professionals to acquire full knowledge and skills of identifying new information tools for serving the community? If so, how will it be addressed?

Should schools of library and information science provide more education in new information and communication technologies?

What are the specific areas that the library and information professionals need to be continuously educated in order to serve the needs of today's changing world?

SOLUTIONS Universities that offer library and information science education should provide more opportunity to teach new courses related to new information technology and resources. Evaluate the adequacy of the Master of Library Science curriculum.

State and federal governments should provide adequate funds, including scholarships, to support library and information science education to teach information technology courses.

Libraries and information centers should encourage library and information professionals to upgrade their knowledge and skills in the area of information technology.

Distance education techniques should be considered as an alternative delivery at the professional and paraprofessional levels. State public radio and TV offices should take the lead in proposing such techniques.

NOTES   1. AL17 FL12 MI02 MN05 PA20

PERSONNEL

RECOMMENDATION PER01   SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE   STANDARDS

ISSUE   Adequate up-to-date library personnel classification, qualification and staffing standards do not exist at the present time.

BACKGND   The success of any library program ultimately depends on staff who are sufficient in number, working at levels appropriate to their knowledge and skills and adequately compensated. For more than twenty years, the Federal government, American Library Association (ALA), and many states have not revised personnel standards to reflect current technologies and the training required, nor have the states recently addressed certification of librarians.

QUESTIONS How can new standards be developed to meet the needs of the 1990s?

Who is being hired?

What type of certification for librarians is being required in the states and what can be done to update the requirements? What type of job training is required prior to employment and while employed?

How can the states ensure adequate service for all sizes of libraries?

SOLUTIONS The U.S. Congress, American Library Association and individual states should authorize the creation of task forces consisting of a coalition of librarians, trustees, private citizens and elected officials to study the problems of standards and certification for library personnel and make recommendations.

State library associations should work for legislation for minimum standards for hiring, training and continuing education as well as standardized certification for all sizes of public libraries.

Federal and state funding should be available to ensure basic levels of certified and trained library personnel on the local levels.

NOTES   1. CT17 KY04 NJ04 NV01 NY38 NY152

RECOMMENDATION PER02 SOURCE:
TITLE DISTANCE TRAINING

ISSUE Technology now exists to deliver library education programs to all potential students without time or location constraints. However, this technology has not been utilized to a great extent, thereby adding to the critical national shortage of library and information systems personnel.

BACKGND Librarianship needs to provide excellent educational opportunities beyond the physical walls of the university campus so that the many talented and committed potential students can realize their goal of attending programs of education for librarianship. Seventy-five percent of the students enrolled in programs of education for librarianship are 30 years old or older; fifty-two percent married, and three percent single parents (Heim, Kathleen M. and William E. Moen, Occupational Entry, Chicago: ALA, 1989).

Access to library education is unevenly distributed geographically. Over twenty states including Virginia, Oregon, Arkansas, Alaska and Maine have no such programs. In states such as Wyoming, the majority of libraries are operated by individuals who have been unable to attend library school. The ability to deliver education to local sites through telecommunications is now possible and should greatly increase the opportunity to educate librarians for the millennium.

QUESTIONS Since the technology is already in hand, what can the consortium of industry, academia, and government do to encourage the adoption of this innovative approach to learning?

The expansion of programs from accredited library school programs be encouraged through the use of distance learning telecommunications options.

Federal funding assistance be provided by the United States Congress to the recently organized National Library and Information Science Distance Education Consortium to provide coursework which can lead to a master's degree in library and information science.

SOLUTIONS
NOTES AZ MT22 PA20 TX10 WI09

RECOMMENDATION PER03 SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE CONTINUING EDUCATION

ISSUE There is a national movement to require certification for librarians but many libraries and many states already have a form of certification inplace. However, many library funding authorities and administrators do not provide staff time nor the resources for continuing education programs.

BACKGND Lifetime learning has become a necessity in every occupation in the U.S. today. The workplace is under a constant state of flux and nowhere is this more true than in the library and information service industries.

Library staff must be prepared to handle electronic databases, modern telecommunications, increased volumes of data along with continuing high demand levels of public service. These demands have implications for the education of new library professionals, the need for in-service training of professionals and support staff in management strategies.

QUESTIONS What can the public sector do to support continuing education opportunities?

Who should fund continuing education programs?

SOLUTIONS The Federal government should support and fund the provision of continuing education programs for library and information service personnel at all levels.

The Congress, colleges and universities, library systems and libraries of all types, both public and private, should develop, expand, and implement continuing educational opportunities for library staff at all levels. Using the technologies of distance education, library schools should provide library and information service programs, including continuing education to library personnel.

Career advancement, including increased salaries, should be linked to the acquisition of continuing education credit. Funding and release time should be provided in order to give opportunities to earn credits and thereby improve the caliber of the personnel.

NOTES 1. CO10. CT17 FL15 FL17 HI12 IL12 IN15 KS12 KY07 MO23 MO26 MS02 MT20 MT22 ND13 NH07 NV01 NV02 OR27 PA11 PA14 PA20 VA03

RECOMMENDATION PER04   SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE   COMPENSATION

ISSUE   Library salaries are barely keeping up with the cost of living and librarians are not rewarded equitably when compared to other professionals with similar education and background. The role of the librarian has increased with responsibility for electronic information as well as traditional knowledge. Lack of competitive salaries hinders recruitment and retention efforts.

BACKGND   The American Library Association's (ALA) Pay Equity Committee, advised by ALA's Director of the Office of Library Personnel Resources Margaret Myers, has done extensive work on the issue of pay equity and comparable worth. In a working draft of the Statement on the Decade of the Librarian by the ALA Planning Committee, a timeline has been devised for addressing this problem. ALA will collect additional information about successful strategies for raising salaries during 1991-92 through canvassing chapters, state library agencies, and personnel officer groups.

In 1992-93, ALA will develop a series of articles on the value of librarian services, qualifications and the case for equitable salaries, for publication in non-librarian media that reach officials at all levels of government. Increases in librarian salaries will be monitored by ALA through examining various annual salary surveys.

Some recent legislation, addressing the issues of pay equity and comparable worth has been introduced at both national and state levels.

At the national level, Representatives Mary Rose Oaker(D-OH) and PAtricia Schroeder (D-CO) have been instrumental in introducing the Federal/Equitable Pay Practices Act in the House of Representatives, which will be considered at a future date.

In 1982, the State of Minnesota passed a pay equity plan for 30,000 civil service employees, including librarians, at all levels of government. Many other states are following this lead through extensive pay equity and comparable worth studies for public employees, and legislation is pending. However, there is currently no strong commitment on a national level to address this problem.

QUESTIONS What can be done to improve on a national level the compensation, pay equity and comparable worth problems currently besetting the library profession?

SOLUTIONS There should be support within the library profession and public sector for the ALA campaign to increase the compensation received by all library employees.

There should be strong Congressional support for such pay equity and comparable worth initiatives as the one introduced by Representatives Oaker and Schroeder.

NOTES   1. ALA CT12 FL16 IN33 KY04 MS16 NV01

RECOMMENDATION PER05 SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE PROFESSIONAL EDUCATION

ISSUE The curriculum in library science programs is in need of revision to reflect current realities in the profession, such as the emphasis on management, system integration, marketing, and new technologies. The professionals necessary to provide this curriculum revision and teach new and returning students are an "endangered species". To offset this shortfall of library school personnel, consideration needs to be given to making education in library science readily available in both time and location, and affordable.

BACKGND The quality of the professors teaching in schools of library and information studies is the cornerstone for excellence in libraries throughout the country. It is essential that the teaching program attract outstanding persons in the field of university teaching. Fellowships need to be increased for assistance to graduate students working on Ph.D.'s in librarianship who plan to teach in the field.

Within the next decade more than thirty percent of the full-time faculty in schools of library science will retire. The number of students in doctoral programs in the field continues to decline. Within this decade there will be a critical shortage of faculty in the field. (Association for Library and Information Science Education, Statistical Report, 1980 -)

Education at the doctoral level requires three to four years of full- time study and research. Few individuals can afford to finance such an education.

There is a need to upgrade the curriculum in library science to reflect the rapidly changing library environment. For example, only one professional preservation educational program exists and most library science programs have no courses in this area. In addition, there is a need to provide courses in non-traditional time frames (i.e. evenings, weekends) for the working student.

QUESTIONS What should the national policy be to meet the demands of library science education both at the master's and doctorate levels?

What curriculum changes are needed to address the changing role of the librarian and should it be the responsibility of library schools to provide management and personnel courses?

Should library schoold form partnerships with the university's school of business to develop a more relevant library science degree?

What can the library schools do to provide library education programs to the non-traditional student?

SOLUTIONS An American Library Association driven task force should be created to study the training and accreditation of library schools in light of new technology and changing library needs.

The U.S. Congress should support and fund the recently organized National Library and Information Science Distance Education Consortium to provide coursework leading to a master's degree in library and information science.

The U.S. Congress should continue and strongly support the Higher Education Act Title IIB for library training, research, and development. :The Federal government should increase the number of fellowships offered for doctoral study, especially targeting minority persons and those who plan to teach in areas such as cataloging and classification, science librarianship, information science, automation and youth services.

NOTES ALA04 AZ DC13 DE05 IA08 KS11 MI08 MT23 MT37 NC06 NCAI12 NJ04 NV01 NY38 NY71 NYLAS01 OK06 OK38 OK41 PA19 TX10 VA03 VA05 WI09 WI09

RECOMMENDATION PER06 SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE STAFF DEVELOPMENT AND TRAINING

ISSUE There is a critical need for staff development and training in: using extant and emerging technologies; person-to-person communication skills; dealing with diverse client groups (i.e. minorities, physically disabled, adult new readers, etc.); business management skills; and skills in special areas of librarianship such as science or law.

BACKGND Lifetime staff development and training is essential for any profession which serves the public. In order to ensure that library personnel keep abreast of new developments in their field, continuous training is essential because techniques for developing and retrieving information are changing rapidly and significantly.

There is a lack of training for library staff in the areas of communication skills, public relations techniques, listening skills and market research techniques.

There is a lack of awareness about meeting the special needs of diverse client groups served by library personnel.

There is a lack of business management skills within the library profession to permit them to effectively run libraries in a businesslike manner.

QUESTIONS What can the Federal government do to fund training and development programs for library personnel, or encourage funding at the appropriate level?

What can professional library organizations, both national and state, do to encourage creation and funding of staff training and development programs within libraries.

What opportunities are provided for training and development for library personnel?

SOLUTIONS Issue a formal White House statement affirming the status of the library profession as equal partners with the nation's teachers and university faculty in the educational profession and endorse and fund the provision of continuous training and development of library personnel.

State and national library organizations should go on record in strong support of training and development of library personnel, through certification requirements or other methods.

The U.S. Congress, academia, library systems and libraries should develop, expand and implement continuing training and development programs for all library personnel.

Libraries should network with local businesses to train staff in PR, marketing and customer relations techniques.

NOTES 1. AALL06 ALA08 CA34 DC09 FL17 HI12 IA18 IL12 IN15 IN17 IN25 KY07 MI MI--. MO23 MO26 MR02 MS02 MS16 MS20 MT20 ND13 ND19 NYLAS01 OK41 PA14 WA05

RECOMMENDATION PER07 SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE STAFF RECRUITMENT AND RETENTION

ISSUE Culturally diverse people must be recruited to the library and information services profession and must be educated to provide quality library and information services.

BACKGND At the present time minority populations represent only 10% of librarians in the workforce. From 1978 to 1989, the number of minority students graduated from ALA-accredited programs shrunk 50%, from 451 in 1978 to 226 in 1989. Moreover, the numbers of minorities who enroll in colleges after high school remains disproportionately low.

Members of minorities who work in libraries continue to be employed in clerical and lower paid paraprofessional jobs which offer limited opportunity for advancement.

QUESTIONS What can the Federal government do to ensure placement of minority students in the library school programs?

What can national and state professional organizations do to encourage minorities to join the library profession?

What can be done to advance minority library personnel beyond the paraprofessional level?

SOLUTIONS The library profession as a whole, and particularly the American Library Association, should develop a concrete program of recruitment, training, development and upward mobility for minority library personnel.

The U.S. Congress should re-authorize and expand funding of the Higher Education Act to provide for recruitment, training and skill upgrading of library personnel, targeting minority personnel.

Funding agents in both public and private sectors should increase their support of fellowships and scholarships for minority library students and library schools should actively recruit and hire faculty and staff from minority sectors of the population.

Libraries and their governing bodies should designate funds to train library staff on valuing cultural differences and to acquire and develop multicultural library resources.

Mentor programs should be developed to encourage minority library staff to continue formal education in library and information science.

NOTES 1. ALA03 ALA04 CA34 CT17 DC06. MS15 MS16 NCAI12 NYLAS01 OK38 OK41 VA05 WI09 (RECC. 1,2)

RECOMMENDATION PER08   SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE   STAFF RECRUITMENT AND RETENTION

ISSUE   Libraries are facing a shortage of qualified librarians.

BACKGND There has been a decline in the number of persons from the population at large graduating from library programs accredited by the American Library Association (ALA).

A large number of professional librarians are approaching retirement age, thereby diminishing the existing ranks of professional personnel.

The decline in the number of library school graduates has created a shortage of professionals in such critical areas as childrens' services, cataloging, automation, and preservation.

QUESTIONS What can library schools do to recruit quality people to library education programs to fill vacant positions, especially in critical shortage areas?

Who will determine where the greatest shortage of librarians exists at the present time, and therefore the greatest need?

How can the Federal government help to alleviate this problem?

SOLUTIONS The State libraries and the U.S. Department of Education, in conjunction with the American Library Association, should determine future service needs.

The library schools, in conjunction with state and national library organizations, should undertake a marketing program to recruit people from the population at large to become library professionals.

Library schools should seek funding from state, federal and private sources to provide incentive scholarships and fellowships to encourage prospective students, including minorities and disabled, to attend a library science program and earn the master's degree. Scholarships should also be increased to those students taking courses in the areas of critical shortage, such as children's services, cataloging and automation.

The Federal government should fund and support there recently organized National Library and Information Science Distance Education Consortium to expand opportunities for library education beyond the physical boundaries of the campus.

NOTES   1. AL02 ALA03 IN17 IN23 LA05 NY38 PA19 PA19 TX10

RECOMMENDATION PER09 SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE STAFFING (STAFF RECRUITMENT AND RETENTION)

ISSUE Adequate library service, both within the school media centers (libraries) and the public libraries, is not now available to all students. Many public libraries do not have a business specialist to serve large and small business clients.

BACKGND School media centers (libraries) do not have sufficient personnel to meet student's needs. Some districts do not have a district media specialist, or the specialist is required to spend most of their time visiting the schools, allowing very little time to coordinate and plan the district's library needs. Some should have only a part-time media center aide, who is not adequately trained, and who may not be available all the hours the school is in session, which denies access to the media center's materials by the students.

Many public libraries do not have a childrens' or young adult librarians. Students have needs beyond the classroom and school media center, especially when those facilities are closed. Students may need help for assignments or may want materials for recreation.

Young adults have special needs for specific information, both for assignments and personal problems, and special recreational needs not currently being met by most libraries.

There is a growing need for materials and information by the business community, both large and small, and few library personnel are trained to deal with the special needs of business. Technology exists which can aid in this process but few librarians are trained in these new technologies.

QUESTIONS What can the Federal government and state legislatures do to ensure adequate staffing for school library media centers?

How can the need for childrens' and young adult librarians in the public libraries be emphasized?

What can libraries do to ensure adequate service to the business community?

SOLUTIONS The Federal government should increase funding for the Elementary/Secondary Education ActI, Chapter 2, in Federal fiscal year 1992.

The American Library Association, in conjunction with state professional library organizations, should conduct a personnel needs assessment of public libraries in the area of childrens/young adult services, disseminate the results to the public (especially the funding authorities), and support the funding for placement of children's and young adult personnel in libraries.

A coalition of library school personnel and members of the business community should develop a plan for library school curriculum which includes training in business resources and service to the business community.

NOTES 1. DE05 HI08. MN01 NV15 NY45 NYLAS02 VA21 WI04 WV07

RECOMMENDATION PER10   SOURCE: PRE CONFERENCE PERSONNEL COMMITTEE

TITLE   GENERAL PUBLIC/LIBRARY SUPPORTERS

ISSUE   As libraries face tough funding concerns, the library community needs to recruit the general public as volunteers/friends to provide a network structure so that they in turn can become political advocates to support and promote public libraries.

BACKGND   The involvement of the general public has demonstrably improved library funding and community perceptions about libraries.

Friends, trustees, and volunteer groups are at varying stages of development and success. These groups can be greatly enhanced by sharing information, expertise and experience with other groups on a regional, state and nationwide basis. For example, in Florida 48,000 members of Friends of the Library and 1500 members of local advisory boards raised$1.5 million in fiscal year 1989 for public libraries.

QUESTIONS What can be done to strengthen existing state and national library friends groups?

Who should be involved in increasing membership to volunteer/friends organizations, both locally and on a national level?

SOLUTIONS Local public libraries should develop a coalition with the local business community, trustees, and the Chamber of Commerce to identify and recruit citizens who have not previously been involved with libraries but who are viewed as being visionary, "renaissance" people.

The state volunteer/friends group should be strong partners in the national organizations: Friends of the Libraries USA and the American Library Trustees' Association.

The American Library Association and state library organizations should strongly support training for library personnel to recruit volunteers/friends for the library and should create a campaign to recruit library supporters on a national level.

NOTES   1. AZ FL04 OR26

NATIONAL INFORMATION POLICIES

RECOMMENDATION NIP01 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE INFORMATION DELIVERY

ISSUE Any diminishment of postal or telecommunications rate subsidies and exemptions would negatively impact fair and equitable delivery of library and information materials.

BACKGND There is a role for the Federal Government in guaranteeing and providing reduced rates for the delivery of information and library material. All individuals are entitled to fair and equal access to library services and resources. Some individuals because of where they live, problems of government funding, or barriers between cooperation between libraries have limited access to existing library and information services and resources. The government currently subsidizes information delivery through reduced and free mailing rates.

A large portion of information is obtained and shared through online databases and telecommunications. Elimination of surcharge exemptions would increase costs in this area as much as thirty-five percent, and therefore inhibit full access to information.

QUESTIONS How do you select who qualifies for subsidy and how do you justify the selection?

Given the absence of free and reduced rates for the delivery of information and library material, how would libraries continue to ensure delivery of needed information?

SOLUTIONS Congress should support and continue to fund a reduced or free library postal rate so that libraries can continue to provide access to the information and resources needed by all segments of our society.

The Federal Communications Commission should continue the exemption from surcharges on data telecommunications serving libraries and educational institutions.

NOTES 1. OK50 TN15 TX18

RECOMMENDATION NIP02 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE COPYRIGHT

ISSUE A need exists to update United States Copyright Law with respect to Information Technology, evolving Information Technology applications and fair use.

BACKGND New and emerging information technologies make possible the electronic transfer and adaptation of previously unalterable information. Use of video, computer scanning, videodisc, and CD-ROMS, for example, allow the user to take visual and print images and combine or change them to create new information. The present copyright laws are not adequate to deal with the impact of technology.

Creators of information must receive appropriate compensation and credit for their work. Likewise, users of information must have the opportunity to access and revise it according to their needs and creativity. Therefore, new understanding of permissible and unlawful manipulation of information must be defined.

Attention is needed now to this mushrooming problem. Technology will keep making it easier and easier to access and manipulate information. New guidelines are essential.

Currently, libraries do not enjoy the same, less restricted fair use guidelines as applied to not for profit educational institutions, but libraries should qualify, as they often provide educational classes to staff and the public.

QUESTIONS How can the law be revised to facilitate networking and data sharing among libraries yet still protect the rights of authors and publishers?

How can the law more precisely define literary rights of authors and publishers?

SOLUTIONS Congress shall revise or enact copyright legislation with respect to the impact of new and emerging technologies: A) To insure that all library and information service users have access to all forms and formats of information and library materials, B) To provide the right to use information technology to explore and create information without infringing the legitimate rights of authorship and ownership; C) To encourage networking and resource-sharing while providing appropriate and manageable credit and compensation for authorship or ownership; D) To permit libraries and information services preferential fair-use status equivalent to that of educational institutions.

NOTES 1. AL18 KS29 LA01 NH01 NJ05 WI07 WI08

RECOMMENDATION NIP03   SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE   GOVERNMENT INFORMATION

ISSUE   The maintenance and repair of the public's right-to-know must be provided for.

BACKGND   Information produced by foreign, federal, state and local governments is vital for the social and economic welfare, and development of the United States. The broad participation in government by well-informed citizens is essential to the effective functioning of a democracy. Equal and open access for all people to government information and ideas is a cornerstone of our democratic society. The public's right to access information collected and generated by the federal government regardless of its format is embedded in such statutes as the Printing Act of 1895, the Depository Library Act of 1976, the Freedom of Information Act of 1966, the Privacy Act of 1974 and the Electronic Communications Privacy Act of 1986.

Since the early 1980's, a series of edicts, restrictive interpretations of extant laws and cuts in budgets for federal information and services have combined to erode not only public access to information by and about the Federal government but also the breadth and scope of federal information products and the privatization and commercialization of both government libraries and information by and about the government; curtailed on unclassified information; restraints on scientific communications; narrow interpretations of the Freedom of Information Act; violations of the provisions of the Privacy Act; and establishment of unwarranted prepublication review procedures for federal employees and researchers.

The trend toward privatization in publishing federal government documents has led to private companies altering and witholding information as formulated by the creating agencies.

According to Elmer Staats, a former U.S. Comptroller General and a former executive officer of the National Security Council, "...the most important idea we have had is that the strength of the United States lies in the openness of its scientific community. Over time, the Soviets can get any results from R & D that they concentrate on getting, but our strength is in keeping ahead of them by maintaining open communication and encouraging the resulting innovation." This concept is known as "security by accomplishment" in contrast to "security by secrecy."

As government agencies issue information in a variety of media, equal access to the information can only be assured if depository libraries are provided access to these media and are able to obtain the required equipment for accessing those media, along with the necessary training in the use of the equipment.

There has been a shift of fiscal responsibilities from federal to state and local governments and a corresponding shift in the importance of the information produced by the agencies.

QUESTIONS When information is collected at the public expense, should citizens have to prove a need to know or should the government be required to prove a need to withhold?

To what extent should budgetary considerations be used to restrict the free flow of information in the U.S.?

What must the government do to ensure that public information is accessible to the public?

What opportunities for dissemination of public information have been created by advances in technology, and is the government making full and productive use of technological advances in order to disseminate information effectively?

Is the current depository system adequately supported to carry out its mandate to make public information available?

To what extent are current practices to protect and classify information in the interest of national security necessary, and to what extent do they hinder productivity and innovation?

What standards and criteria should guide government decisions to utilize information products, services, or delivery channels from the private sector for providing public access to government information?

SOLUTIONS The free flow of Government information is the essential foundation of Democracy. Information created and maintained by the government is public information "owned by the people, held in trust by their government, and should be available to people except where restricted by law" (NCLIS Principles of Public Information). Therefore, Congress should pass legislation requiring that all government agencies involved in the creation and dissemination of government information should follow the Principles of Public Information as published by the National Commission on Libraries and Information Services.

All Federal agencies shall be accountable, and federal funds shall be provided, for collection and publication of public information including: a) Information produced under federal sponsorship, contract or grant and b) "Fugitive" publications currently produced and distributed outside the United States Depository Library System. In cases where government documents are published by private companies, the integrity of those documents should be ensured. That is, the entire, original text and graphics should be printed as submitted by the creating agency. Furthermore, such private publishers should be required to furnish copies of these documents to distribute to federal depository libraries free of charge.

Regardless of information format or media, free public access shall be provided to all public information and all public information shall be indexed in a single bibliographic system. Financial and technical support will be provided to the depository library system in the U.S. and U.S. affiliated entities (e.g., Guam).

Mandate and fund a "Comprehensive Locator System" or "Super - Index" encompassing all federal public information which will include: a) Reference to existing systems of public information access, b) Availability in all formats, c) The development of an appropriate federal standard for indexing and locating public information.

The U.S. government should promote, maintain, and adequately fund cooperative agreements with international governmental organizations (IGO's), such as the UN, UNESCO, OAS, and OECD, as well as with foreign national governments for the unhampered exchange of both publicly and privately produced information, The U.S. government should encourage expansion and other information dissemination programs. Congress should enact legislation to recognize the states and U.S. affiliated entities (e.g., Guam) as partners in developing National Information Policy and provide for their active participation. Information produced by state and local government needs to be distributed beyond the agencies producing it. State and local governments should be encouraged to fully implement existing depository laws and to develop needed additional laws to ensure effective public access to government information.

Neither Congress nor the Executive Branch shall abridge or otherwise restrict the right to public information through inappropriate classification, untimely declassification or privatization of public information nor should decisions be made to eliminate information collection and dissemination programs for solely budgetary reasons. The federal government should finance supportive technology and the required training necessary to access all media in which information

NOTES 1. ALA06 AR20 ASCLA00 CA27 FL10 FLIC07 FLIC08 FLIC10 GA07 GO01 GU04 IIA02 IA06 IA07 MN08 NAG01 NJ05 NM15 NY06 NY08 NY09 NY11 NY34 OR10 SLA01 UT12

RECOMMENDATION NIP04 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE FISCAL CONCERNS

ISSUE Opportunity for fuller cooperation by the private sector in the national effort to improve library services and combat illiteracy incentives that could be offered by Government.

BACKGND The resources and capacities of the private sector could be enlisted to augment public sector efforts toward improving library services and reducing illiteracy.

Government has available to it certain "tools," such as tax-incentives and subsidies, for promoting policy aims.

QUESTIONS Is the U.S. using to best advantage the full range of monetary and fiscal policy tools to support library and information services in the U.S.?

Would private sector efforts to improve library services and literacy increase if monetary and other incentives were to be offered?

What other opportunities exist for the private sector to improve library and information services nationally?

SOLUTIONS The Government should try to utilize these tax-incentives and subsidy "tools" to induce private sector firms to undertake such worthy efforts as: a) to develop and produce quality literacy materials b) to conduct literacy training for employees c) to develop and make available new technologies and equipment to tax-supported libraries.

NOTES 1. CA22 NC11 TX26

RECOMMENDATION NIP05   SOURCE: PRE CONFERENCE NATIONAL INFORMATION
POLICY COMMITTEE

TITLE   GOVERNMENT INTIATIVES

ISSUE   Specific intra-governmental initiatives could be taken on the Federal level to advance library and information services nationally. (Problem : lost opportunities)

BACKGND   Research is needed on the topics of library effectiveness and intellectual integrity.

A clearinghouse on education-related Federal databases is needed.

The library community needs a national policy focus and involvement in the development, application, delivery of information and information technologies.

The value of Federal library services in fulfilling agency missions is frequently not recognized.

QUESTIONS What opportunities exist for the National Commission on Libraries and Information Science to further assist the library and information service community to work with the government more effectively?

To what extent does the Executive branch need to reorganize its functions in order to provide a policy focus for national information issues.

SOLUTIONS NCLIS should initiate a program to research, establish, and publicize the effectiveness of libraries and explore new ways of defining, measuring and understanding intellectual productivity.

The Office for Technology Transfer should be put into operation and its mandate specified to include a clearinghouse function for information in all education-related Federal databases.

The President should establish a cabinet position to provide a national focus for libraries and information services.

Congress should enact legislation that requires library participation in all governmental action related to information technology.

NOTES   CA25 CA26 FLIC09 NM18 NY34 TX26

RECOMMENDATION NIP07 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE INTELLECTUAL FREEDOM

ISSUE The absence of a coordinated national information policy inhibits intellectual freedom and hinders free public access to information.

BACKGND Public policy has not adequately adapted to the exponential growth of information or to the proliferation of new technologies for information access. Access to information is restricted by socio-economic status, age, language, literacy skills, disability and race. The Federal government has restricted and reduced data collection and information dissemination efforts. Libraries strive to provide access to all information for all people according to the Library Bill of Rights and the "Freedom to Read"

QUESTIONS How can a national information policy reinforce uncensored access to information?

Are the "Freedom to Read" and the "Right to Know" threatened by the high cost of new information technologies or the government's reduction of information dissemination?

How can the Federal government better promote the role of all libraries in preserving a democracy?

SOLUTIONS Congress should fund the production, maintenance and timely dissemination of federal information at a level which will ensure open and free access by all interested users.

A Commission should be appointed to explore the feasibility of a "Bill of Electronic Information Rights."

It is recommended that the United States Congress enact legislation declaring libraries as essential institutions for free democratic societies and that such legislation support the freedom to read by affirming libraries' obligations to provide, without fear of censorship, books and other materials with the widest diversity of viewpoint and expression -- including those which are unorthodox or unpopular with the majority -- to library users regardless of age, race, religion, national origin, gender, sexual orientation, and social or political view, and protect those users from scrutiny over what informational or recreational materials, in any format, they use.

Congress should continue to oversee the Federal Bureau of Investigation to prevent such operations as the "Library Awareness Program" from hindering free access to library information by any by any user regardless of race or nationality.

NOTES AR18 FLIC11 MS22 NJ05 NY32 OH01 PA03 TX04 WA11 WI02

RECOMMENDATION NIP08 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE ACCESS

ISSUE There is an absence of national policy that would govern and improve access to information, insure equitable and fair distribution and prevent inequities due to cost and other barriers.

BACKGND As our world grows larger and more complex, information becomes more and more important. Large databases of information are being created by the private sector and by various levels of government. Questions of access need to be balanced with issues such as: privacy, copyright, freedom of information and cost.

In addition, there are initiatives underway to extend access to networks of electronic information, and the federal government is needed to provide the leadership and initial funding. Many library and information services and associations already support national research and education legislation which would extend access, and expand and democratize an existing network of research in academic institutions. The Library of Congress also currently has restrictions to access of its online files.

QUESTIONS How can the government best develop policies on access to information in general?

What action should be taken that will increase access to electronic information sources in particular?

SOLUTIONS Congress should enact legislation to establish and fund a Presidentially-appointed commission on access to information that will consider such questions as rights to access, rights to privacy, and cost issues, and will issue a Bill of Information Access rights.

Congress should enact the High Performance Super Computing Legislation that creates an infrastructure and provides initial funding for the National Research and Education Network (NREN), and provide for access by all libraries, specifically school, public, academic, special libraries and the Library of Congress.

NOTES 1. AR17 AR25 CA23 FLIC08 TX11 TX04

RECOMMENDATION NIP09 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE LITERACY

ISSUE The high incidence of illiteracy in the United States will continue to reduce the productivity of its workers unless "effective remedial actions" are a part of a national information policy. Public libraries have long been educational agencies promoting literacy and lifelong adult learning but have not always been recognized as such in legislation adressing these issues.

BACKGND The nation's productivity depends upon a literate workforce;

New jobs in the 21st century will require higher levels of literacy, information literacy and technological literacy.

The nation's democratic process depends upon a literate and informed citizenry.

The effort to improve the literacy of Americans is now being carried out by many disparate organizations with scattered funding, and different goals and missions.

QUESTIONS What percentage of literacy in the U.S. population is a realistic policy goal?

Can libraries and schools cooperate effectively to accomplish eradication of illiteracy?

What degree can the private sector contribute to the literacy effort and does this require Federal tax incentive?

How high is the quality of current literacy materials and programs?

What is the cost of illiteracy to our economy and how does it affect the average taxpayer?

SOLUTIONS Congress should pass a "National Literacy Act" to establish a goal of 90% literacy by the year 2000 using the National Adult Literacy Survey study definition of literacy. This Act should also include support for interagency cooperation for literacy program administration, tax incentives for private corporation employee literacy training, support for literacy education in both English and non- English languages and support for the continued production and dissemination of quality literacy materials.

The National Information Policy should recognize and provide support for libraries as vital components of the educational process and the literacy effort and a vital component of lifelong learning.

A National Literacy Act should include an education provision insuring that all elementary school children have the ability to get a public library card.

NOTES AZ03 CA01 CA02 CA03 CA04 CA05 ID13 NY159 NY179 TX01 TX24 WA08 WV15 WV48 WV49

RECOMMENDATION NIP10 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE CONFERENCE FOLLOWUP

ISSUE A unique opportunity will be lost if the momentum from this White House Conference is not sustained and if its goals and resolutions be tracked through to their attainment. Determinations on what government agency implements the recommendations, its funding, and to what body this agency will be accountable need to be formulated.

BACKGND At the White House Conference of 1979, a resolution was passed by the entire Conference, that a White House Conference on Library and Information Service be held every decade to establish the national information goals and priorities for the next decade.

It would be desirable to hold an interim conference five years after this White House Conference to assess progress in implementing recommendations and to project further improvement in light of changing national needs.

Fifty-five of the 64 resolutions passed at the 1979 White House Conference have been implemented in whole or in part and an independent advocacy group, the White House Conference on Library and Information Services Task Force (WHCLIST), was established by the Delegates at that first Conference. Since then, library trustees have been worked actively for the convening of a second conference. Friends of Libraries U.S.A. (FOLUSA) and statewide advocacy organizations, as well as local Friends of the Library groups, were either formed or strengthened after the first White House Conference. These groups and individual advocates have made significant contributions to the improvement of library services in the intervening years and have worked to secure legislation and funding for individual libraries and for the second White House Conference.

A set or principles for library and information services in the 21st century should be established.

Equitable, equal and open access for all people to government information is a cornerstone of our democratic society, and such access should be supported by every state.

QUESTIONS Which government agency should be responsible for the centralized implementation and follow up of Conference recommendations?

What provisions should be made for the oversight and accountability of this agency's implementation strategies and efforts?

What are the appropriate resources that should be devoted to implementation of these recommendations?

SOLUTIONS A White House Conference on Library and Information Services should be held every decade, to establish the national goals and priorities in information policy for the next decade; to assure effective access, and increase of knowledge to all citizens, and to accomplish this goal in the light of rapid and innovative changes in technology and practice which are certain to occur.

An interim conference should be held five years after each White House Conference.

That in implementing the White House Conference recommendations, ALA and other local, state, regional, and national library associations take advantage of the advocacy efforts of the White House Conference on Library and Information Services Task Force, trustees, Friends of the Library, and other library advocates along with the efforts of library and information professionals.

Recognizing that libraries, library systems, and information services play an important role in a democratic post-industrialized society, the federal implementation effort should have adequate resources and centralized authority to promote the following values for library and information services in the 21st century should emphasize: 1) Local autonomy for libraries to develop a scope of services appropriate for their users. 2) Commitment to cooperation of libraries and library systems. 3) Commitment to increased emphasis on access to library services by all patrons and by all appropriate technical means. 4) Recognition that possible services for any library exceed its capabilities, and therefore hard choices and selections must be in order. 5) Recognition that the patron and information users are the reason for information services and meeting users' needs should be the primary reason for the operation of services. 6) Library and information education are prime requirements of our society, and all information services' supporters are encouraged to look for their extension. 7) That State and Federal agencies should support these objectives.

NOTES 1. ALA06 ALA11 DC15 FLIC12 FLIC13 NY187

RECOMMENDATION NIP11 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE MULTI-CULTURAL ISSUES

ISSUE Library and information services need to better adapt to the transformation of the United States to a multi-cultural, multi-lingual society; affirmation of cultural diversity.

BACKGND A quarter of the U.S. population in the year 2000 is expected to be comprised of members of cultural/ethnic minorities: Asian Americans, African Americans, Hispanic Americans and Native Americans; And in many large urban areas, cultural/ethnic minorities will comprise an emerging majority.

All cultural/ethnic minorities are entitled to the basic right of equal access to library and information services; and

The underrepresentation of cultural/ethnic minorities in all areas of librarianship and library school faculty is well documented; and

The low enrollment of cultural/ethnic minority students in library schools is a negative contrast to the continuing growth of cultural/ethnic minority population; and

The lack of published works of cultural authenticity by and about cultural/ethnic minorities is a well known fact and has been discussed extensively in library meetings and professional publications; and

The need of library services and programs designed to serve cultural/ethnic minorities was also well documented.

QUESTIONS How can we insure that all our citizens can participate in "the informed citizenry" that is essential to democracy?

How can we adapt to the changing demographic character of the U.S. population in a positive and affirmative manner?

How can we insure the production and acceptance of culturally authentic materials?

SOLUTIONS In recognition of the U.S. transformation to a multi-cultural, multi-lingual society, Congress should pass legislation to authorize and fund a program which provides financial and technical assistance for multi-cultural, multi-lingual library and information services including research and demonstration projects on model library programs serving our multi-cultural and multi-lingual populations, and a national database of multi-cultural, multi-lingual materials for use by libraries and information services.

Congress should include in the re-authorization and expansion of the Higher Education Act a provision to encourage the recruitment of people of multi-cultural, multi-lingual heritage to the library and information services professions, and to support the training and retraining of library and information science professionals to serve the needs of multi-cultural, multi-lingual populations.

Congress should create a national office to promote library and information services to cultural/ethnic minorities, encourage publication of multi-cultural, multi-lingual materials about our cultural/ethnic minorities and by authors of multi-cultural/multi- lingual heritage, and to assist library schools to develop a new library and information science curriculum to reflect our cultural diversity, acknowledge the contributions of our cultural/ethnic minorities and provide for the information needs of our multi-cultural/multi-lingual society.

NOTES 1. CA17 CA18 CA19 CA20 CALA01

RECOMMENDATION NIP12 SOURCE: PRE CONFERENCE NATIONAL INFORMATION
POLICY COMMITTEE

TITLE LIBRARIES IN EDUCATION

ISSUE Specific governmental actions could be taken at the Federal level to bolster the effectivenes of libraries' roles in education, lifelong learning, and meeting citizens' information needs in a multi-ethnic society. The integral part that libraries play in the educational process is not recognized in Federal legislation. Federal administrative control over programs and funding for school library media services is inadequate.

BACKGND Establishment of national standards for school libraries would insure a minimum baseline for collections and services.

Libraries need Federal support if they are to properly fulfill their multiple roles in the information society. Those roles include supporting varied and dynamic school curricula, fostering literacy, and providing appropriate levels of collections and services to communities nationwide.

International consciousness-raising is crucial to world communications, economic development, and world peace. Multilingual library service is vital if the needs of America's culturally and ethnically diverse population are to be met. Native-born residents need to learn foreign languages. Foreign-born residents need to increase English fluency.

QUESTIONS What actions should the federal government take to support and strengthen the ability of school and other libraries to respond to the educational challenges of today?

How can public libraries support U.S. educational objectives, particularly in an increasingly multi-ethnic society?

How should federal policy create a stronger alliance between the education and library and information service communities?

SOLUTIONS The Department of Education should encourage or require states to address the Information Power Goals for K-12 school libraries, including credentialed staffing, open hours, reference collections, literature availability and facilities.

Congress should amend existing legislation to designate libraries as local education agencies.

The Department of Education should designate a program officer to oversee the planning, implementation, and evaluation of programs and funding authorized under the Educational Consolidation and Improvement Act.

Congress should adequately fund LSCA to enable librarians to meet their increasing responsibilties to all citizens in our information society.

Public libraries of the United States should expand their services to include programs, material, information services and staff expertise necessary to reflect and meet the needs of the nation's multi-ethnic society, and all Americans should have access to library materials and information necessary to learn foreign languages as the need for foreign language literacy increases in both the business and personal arena. Congress should allocate federal funding for the establishment of foreign language centers in every state, such funds to be administered under the direction of each state's division of libraries.

NOTES 1. CA08 IA13 IL15 PR03 TX07

RECOMMENDATION NIP14 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE SPECIAL COLLECTIONS

ISSUE Special collection development is a way to gather, analyze, store, repackage and disseminate information required by the business, research and scientific communities in order to increase U.S. competitiveness and productivity. Significant barriers now impede effective use of existing resources and the expansion of services to currently underserved user communities such as small business and individual entrepreneurs.

BACKGND The availability of good scientific, technological, and business information directly affects the productivity and competitiveness of American business and industry. The current information explosion includes a vast increase in the amount of data on business, scientific, and technological subjects. Yet many barriers exist for libraries and information centers who wish to serve the business and scientific community more effectively. These barriers include: the high cost of acquiring most of this data and the equipment needed to access it and the lack of a network approach at a national level that would make business, scientific, and technological information more accessible and timely. Key Federal agency officials, policy makers, and program staff frequently fail to recognize the value of high quality Federal information services as vital support resources for fulfilling agency missions.

Many nations have established a National Library for Science and Technology, but the U.S. has adapted a more decentralized approach that includes services from the Library of Congress, the National Agricultural Library, the National Library of Medicine, and the National Technical Information Service.

QUESTIONS What needs to be done to achieve a more coordinated approach to make business, scientific, and technological information more readily available to the business, scientific and technical communities?

Should support for collections and services for business and science in libraries be a component of legislation to increase trade and the competitiveness of U.S. business programs?

Can programs be coordinated through existing institutions or do new organizations with only this activity as their mission need to be created?

What priorities should be placed on the disseminiation of business, scientific, and technical information?

SOLUTIONS Federal assistance and support should be provided for establishing special information centers in libraries in the areas of business, scientific, and technology to serve the nation's business sector, particulary small businesses.

The Small Business Administration should market its publications through these business, scientific and technical information centers and should increase the awareness of its constituents of the other valuable information these centers offer.

Establish a national center for scientific and technical information that will coordinate the approach to the large body of scientific and technical information produced worldwide.

NOTES AZ06 HI08 OH09

RECOMMENDATION NIP15 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE FEDERAL LIBRARY SERVICES

ISSUE Key Federal agency officials, policy makers, and program staff frequently fail to recognize the value of high quality Federal information services as vital support resources for fulfilling agency missions.

BACKGND Federal library service has been reduced and even eliminated in several government agencies due to its targeting as an "appropriate activity for contracting out." Agencies, administrators, policy-makers and program staff have been unable to effectively obtain the information they need to make informed, high quality decisions.

QUESTIONS Can the quality of federal information services be maintained if they are contracted out to the private sector?

Will citizen access to federal information be reduced if federal library services are contracted out or eliminated?

How can federal decision makers obtain quality information when their agency libraries are contracted out or eliminated?

SOLUTIONS Congress should designate Federal libraries and archives as "inherently governmental" functions, not subject to mandatory contracting out.

The President should instruct the Director of the Office of Management and Budget to remove Federal libraries from the list of commercial activities that are appropriate for contracting out.

The Director of the Office of Management and Budget should remove "library" from the list of activities targeted for review throughout the Federal government for potential contracting out.

NOTES FLIC09

RECOMMENDATION NIP16 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE PRESERVATION

ISSUE Invaluable materials in all types of archival repositories, particularly those located in the tropical areas, such as Puerto Rico, other U.S. outlying areas and the deep Southern states, are in danger of destruction or disintegration; some are deteriorating so fast that they might not be saved.

BACKGND The temperature, humidity, and biological enemies in the tropical areas, such as in Puerto Rico, other U.S. outlying areas, and the deep Southern states, hinder the preservation of valuable documentation housed in their archival repositories.

Research literature has been published concerning the preservation of archival documents in temperate climates but, unfortunately, the unique challenge of the preservation of these materials in the tropics has been neglected.

QUESTIONS What are the safest and most efficient methods of preservation for archival documents in the tropics?

What has been the collective experience of archives in the tropics in dealing with their preservation problem?

SOLUTIONS A research center should be established and devoted to the study of the restoration, preservation, conservation, and reproduction of documents in the tropics.

Congress and the President of the United States should reauthorize and expand the programs under the National Endowment for the Humanities and enact legislation to assist archival repositories throughout the U.S. and U.S. affiliated entities.

NOTES PR06 PR08

RECOMMENDATION NIP17 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE INTERNATIONAL

ISSUE The United States is moving into an age of global information exchange and the federal government needs to take action to insure the U.S. has full representation and an important leadership role in promoting transborder data flow and information exchange.

BACKGND Library and information services in the United States are affected by events in other countries. The federal government recognizes this interaction and has responded to it by developing a variety of initiatives, such as establishing United States Information Agency (USIA) libraries in other countries; including literacy efforts in Agency for International Development (AID) in programs for developing countries; initiating myriad publications exchange programs with foreign institutions, libraries and governments; and supporting international information conferences, treaties and protocols.

U.S. library and information science associations participate in the meetings, conferences and governance of such international organizations at the International Federation of Library Associations and Institutions (IFLA).

Many international objectives of U.S. libraries can only be realized when action taken in this country is reinforced by multilateral cooperation with and action by an international body such as UNESCO. Since 1983, however, the U.S. has chosen neither to participate in nor to support UNESCO's efforts and programs. UNESCO projects for literacy, libraries, and education are often far less costly than direct U.S. aid and UNESCO's conventions on education are effective instruments to further the international exchange of knowledge.

QUESTIONS What actions does the U.S. need to take so that it can take full advantage of the increase in transborder data flow?

Has the U.S. decision not to support UNESCO efforts hampered U.S. library and information associations ability to participate fully in the international library and information community?

SOLUTIONS The White House Conference delegates should urge the President to reinstate the United States in UNESCO. The USIA overseas libraries and the State Department's Fulbright program should be strengthened. The adherence of more countries to international copyright conventions and to the Florence Agreement and its Protocol be promoted by the U.S. government and by U.S. library and publisher associations.

U.S. library and information organizations strengthen international programs such as those of IFLA and of the International Standards Organization.

All segments of the library and information community as well as appropriate federal agencies support and encourage efforts to improve data flow across national borders.

NOTES ALA10 OH01 VA02

RECOMMENDATION NIP18 SOURCE: PRE CONFERENCE NATIONAL INFORMATION POLICY COMMITTEE

TITLE TELEVISION/BROADCAST MEDIA

ISSUE Public television stations, as they evolve to public telecommunications centers, represent an integral resource, with libraries for reaching the public with information in the form of text, data, graphics, video and audio.

BACKGND Public television stations are local community institutions which are very similar to libraries. They are the broadcast media with the primary responsibility to serve the public interest. They offer services regardless of the ability to pay. They inform, enlighten and entertain. But public television stations focus on using telecommunications technologies as the means of communicating, often complemented by print and community involvement.

Public television stations serve 98 percent of all Americans in their homes, workplaces, schools and community centers. They are public- private partnerships which match federal investment five to one. They provide programming that empowers local communities to solve local problems which are also national concerns.

Public television programming can be used more to stimulate the use of the written word. Stations are at the cutting edge of the educational use of new technologies and media, such as interactive videodiscs, computer software and high definition television.

QUESTIONS How can the available resources of public television stations and libraries be used together to advance the public service objectives of each institution and the nation's information needs and goals?

How can libraries use the electronic communications talents and capacities of public television stations?

How can libraries and public television stations work together to develop services and assure access on future fiber optic networks?

SOLUTIONS Any national information policy shall recognize the role public telecommunications entities and libraries can play in reaching Americans with information in text, graphic, data, video or audio.

Federal programs providing for the funding of information dissemination to the community should consider the use of joint partnerships of libraries and public television stations as preferred providers.

National programs to reach the public with information should utilize partnerships of libraries and public television stations for dissemination purposes. Libraries and public television stations should seek to establish public-private partnerships at the local level which will be utilized in national programs to reach the public.

PRESERVATION

RECOMMENDATION PRE01   SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE   Preservation Policy, Needs Assessment, and Implementation

ISSUE   Citizens of a democracy require unimpeded access to a full range of information resources. The survival of many of these resources is now imperiled. The nation must commit to a clearly articulated policy to assess preservation needs and to implement strategies that will preserve the collections housed in its libraries, archives, and historical organizations.

BACKGND   The dispersed holdings of the country's libraries and archives constitute in the aggregate an incomparable national collection of information resources. The preservation of these materials depends upon cooperation among institutions that differ markedly in size, mission, and the degree to which they can marshall financial resources. Current preservation technologies, such as microfilming and mass deacidification, and future application of technologies such as digitization of information require a cooperative approach to achieve maximum economy and and productivity. In the last five years federal support has enabled libraries and archives to make tremendous progress in preserving brittle books, serials, newspapers, and special collections, which will ultimately benefit every library and library user in the country. Nevertheless, because they lack financial resources and trained staff, many institutions with important collections have not yet been able to participate in this national effort. A critical first step for these institutions is to assess their preservation needs; the next step is to ensure that priority is given to meeting those identified preservation needs with current technologies as appropriate. However, current technologies are not entirely satisfactory for solving all the preservation problems; the development and implementation of additional technologies for preservation must be accelerated.

QUESTIONS How can the country achieve a coordinated preservation policy, given the dispersion of our library and archives resources?

How can federal funding enhance cooperative preservation efforts and at the same time acknowledge institutional priorities?

How can we ensure that a national preservation policy encompasses the needs of local libraries, archives, and historical organizations?

How can the federal resources available for supporting preservation activities be increased?

How can the federal government encourage the development and refinement of preservation technologies?

SOLUTIONS Encourage Congress to pass a resolution that enjoins libraries and archives to commit formally to the preservation of their holdings, and that recognizes that the federal government has a role in making this commitment a reality.

Increase funding for the Office of Preservation at the National Endowment for the Humanities (NEH), so that a greater number of preservation and preservation- related research projects benefiting libraries and archives can be undertaken.

Authorize new funding within the Higher Education Act (HEA) earmarked specifically for preservation activities.

Increase funding for Title II within the Library Services and Construction Act (LSCA), so that more library and archives collections can be rehoused in accordance with preservation-related standards for environmental control, fire protection, and security systems.

Authorize a new LSCA title that will support the implementation of statewide preservation programs.

Increase federal funding for the Records Program at the National Historical Publications and Records Commission (NHPRC), so that a greater number of projects may be undertaken to preserve archives of enduring value.

Increase federal funding to support existing regional preservation centers and to create new centers in unserved regions of the country. Together these resources will help to ensure that small libraries, archives, and historical organizations will have access to the information and services they need to preserve their collections.

Strengthen the preservation and preservation-related research programs at the Library of Congress (LC), the National Library of Medicine (NLM), the National Agricultural Library (NAL), the National Archives and Records Administration (NARA), and at specialized federal libraries, whose collections and work directly benefit all libraries and library users.

NOTES AALL05 AL08 AL14 ALA08 ALA09 ALA09 ASCLA CT14 FL03 FLIC01 GA03 GA06 IN10 KY08 LA01 ME08 MN09 MO15 MR02 NAGARA NH06 NJ06 NJ153 NY01 NY153 NY183 OH04 PA04 PR01 PR06 PR08 PR09 SC02 TX27 VA16

RECOMMENDATION PRE02 SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE Federal Support for State-wide Preservation Programs

ISSUE Most states do not yet have a strategy or the resources necessary to preserve the wealth of historical and cultural information held in their libraries, archives, and historical organizations.

BACKGND States constitute an effective geographical and political entity within which to organize a cooperative effort to preserve the nation's documentary heritage. Shared interest in a state's history and cultural achievements can be a powerful base from which to generate support for action. At present, however, only a few states have planned and implemented statewide preservation programs, and most of these programs are modest in scale. Grants for statewide preservation planning are made through the Office of Preservation at the National Endowment for the Humanities (NEH), but funds to implement these statewide plans are not yet available, either through the states or through NEH.

QUESTIONS Does your state have a statewide preservation program? Is it planning one? What can the federal government do to stimulate planning and implementation?

What are the advantages of administering preservation programs through state agencies (a state library, for example)?

What are the desirable components of a statewide preservation program?

What additional actions can the federal government take to stimulate the development of new statewide preservation programs, and to support existing programs?

SOLUTIONS Create a new title within the Library Services and Construction Act (LSCA) that will provide matching funds for the creation of a preservation office in each state. Funds should a) help support a director and appropriate staff; b) a variety of education, training, consulting, and needs assessment activities; and c) a discretionary grant program for the preservation of the state's most important library and archives collections. State preservation offices should serve institutions small and large. Core training and consulting activities might include: proper care, handling, and storage of collections; book and paper repair; environmental monitoring; preparation of materials for commercial library binding and for microfilming; and disaster preparedness.

Maintain an adequate level of federal funding so that the Office of Preservation at NEH can continue to provide support for statewide preservation planning.

Increase funding for the Office of Preservation at NEH so that support can be maintained for existing regional preservation centers, which have been of critical importance in assisting with statewide efforts, and so that new centers can be established in regions of the country where there are none.

NOTES 1. AL14 ALA09 AR08 CT14 FL03 IN10 KY08 ME08 MN09 MO15 MR02

NAGARA NY153 OH04 PA04 PR06 PR08 RI01 VA16

RECOMMENDATION PRE03 SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE Preservation Education and Training

ISSUE Library and archives professionals must be equipped with the knowledge necessary to ensure that the collections entrusted to their care are properly housed, maintained, and conserved. The variety of educational resources necessary to accomplish the goal of providing librarians and archivists with basic preservation skills and a broad understanding of preservation issues and challenges are not yet in place. Nor are there adequate opportunities available for in-depth training for librarians and archivists electing to specialize in preservation. Such a broad-based educational program is essential to the long- term growth and development of a multi-institutional national preservation effort.

BACKGND Preservation is a relatively new field within librarianship. There is currently only one fully developed academic program designed to educate preservation administrators and experts in collections conservation. In addition, the curricula of the nation's library schools lack an adequate range of preservation-related courses, and many graduate programs in library and information science have no preservation component. Some national organizations and state and regional preservation centers offer workshops and conferences periodically, but the number of these offerings in no way meets institutional demand. Librarians seeking instruction in preservation- oriented care and handling procedures, book and paper repair, preparation of materials for commercial library binding and for microfilming, environmental monitoring, and disaster preparedness, too often, find that appropriate training opportunities do not exist.

QUESTIONS If librarians were to gain a better understanding of the basic principles that affect the longevity of collections, in what ways might library services be improved?

Have most librarians had the opportunity to study preservation issues or to acquire basic preservation skills?

How might the federal government help to generate more preservation-related training opportunities for all librarians, and in- depth training for those wishing to specialize in preservation librarianship.

SOLUTIONS Increase federal appropriations for the Office of Preservation at the National Endowment for the Humanities (NEH) to provide support for a) the creation of additional certificate- or degree-granting preservation education programs in the country's library schools; b) regional education services in areas of the country that do not have them; and c) an expanded number of preservation workshops and conferences offered by professional organizations such as the American Library Association, the Association of Research Libraries, and the Society of American Archivists.

Make federal funds available to create endowments within the preservation departments of university libraries, in order to support entry-level positions or internships for a) preservation professionals who have just completed their formal training, and b) for practicing preservation professionals who are in need of opportunities to upgrade management and technical skills.

NOTES AL14 AR08 CT14 FLIC01

RECOMMENDATION PRE04 SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE Housing and Storage of Library and Archives Collections

ISSUE Survival of the nation's library and archives collections is threatened by the deplorable conditions under which they are often housed. Lack of adequate climate control, security systems, and protection from fire, water, and natural disasters place invaluable research materials at high risk.

BACKGND Inadequate housing and storage compromise the major financial investment that library and archives collections represent. While research shows that establishing appropriate environmental conditions is the single most important factor in slowing down the deterioration of paper, photographs, and other media, most institutions have not had the resources to develop such environments for their holdings. In addition, most libraries and archives have not yet formulated plans and procedures that will ensure a swift and effective response to emergencies and natural disasters. Finally, theft has become an increasingly serious problem in libraries and archives.

QUESTIONS What has prevented libraries and archives from creating appropriate environmental conditions for storage of collections?

What has prevented libraries and archives from preparing disaster response plans or addressing fire and security risks?

SOLUTIONS Increase funding for Title II within the Library Services and Construction Act (LSCA) so that more library and archives collections can be rehoused in accordance with preservation-related national standards for environmental control, fire protection, and security systems.

Creat a new titile within the Library Services and Construction Act (LSCA) that will provide matching funds for the creation of a preservation office in each state. Funds should help support a director and appropriate staff. Core responsibilities would include developing statewide disaster plans for libraries and archives; training librarians and archivists to monitor environmental conditions, identify fire and water risks in buildings, and salvage fire and water damaged materials; and making available a broad range of information related to disaster preparedness and recovery, and environmental control in libraries and archives.

Appropriate funds to the National Information Standards Organization (NISO) to support research and develop environmental standards that take into account regional variations in climate.

NOTES CT14 FLIC02 KY06 KY08 ME08 MN09 PR06 RI VA16

RECOMMENDATION PRE05   SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE   Quality and Longevity of Information Media.

ISSUE   Books and documents of enduring value are being printed on paper that deteriorates rapidly. Photographs and films are fading, sound recordings are becoming inaudible, and images on videotapes are disappearing. Electronic records are also deteriorating in a variety of ways, and successive generations of electronic media are becoming obsolete. A significant portion of our nation's cultural heritage is therefore at risk.

BACKGND   Millions of the books, journals, manuscripts, documents, maps, films, videotapes, and electronic records housed in our nation's libraries, archives, and historical organizations are deteriorating. Each year, more information is lost. To ensure that newly created documentation does not deteriorate in a similar fashion, high quality materials that have a long lifespan should be used for the recording of information. Converting to permanent, durable information media as rapidly as possible will help to reserve funds for the salvage of already deteriorating materials. Permanent alkaline paper, which has a shelf life of many hundreds of years can be used as a substitute for the acidic paper that has been manufactured since the mid-nineteenth century. The enactment of Public Law 101-423 is a major step in encouraging widespread use of alkaline paper. Solutions for replacing existing magnetic tapes, computer discs, and other media with more permanent formats have not yet been identified.

QUESTIONS How can the longevity of non-paper-based media be extended?

How can we document the progressive deterioration of non-paper media, especially electronic records?

How can we ensure that the information stored on successive generations of electronic media is not lost?

SOLUTIONS Ensure adherence by federal repositories and agencies to the provisions of Public Law 101-423 regarding the use of alkaline paper.

Encourage the National Commission on Libraries and Information Science (NCLIS) to continue to promote efforts within the states to enact legislation similar to Public Law 101-423, as some states have already done.

Establish monitoring programs in appropriate federal repositories to assess the deterioration of non-paper media, and to transmit findings to agencies responsible for the development of standards for the manufacture of non-paper media. These actions should result in the development of strategies for improving the quality and longevity of non-paper media.

NOTES   AALL05 AL14 ALA09 CT14 DC01 FL03 GA06 IA09 KY08 ME08 MN09 NAGARA NH06 NY153 OH04 RI01 VA16

RECOMMENDATION PRE06   SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE   Preservation Research, Development, Standards, and Procedures

ISSUE   Preserving the nation's information resources requires the development and dissemination of new technologies, standards, and procedures in our libraries, archives, and historical organizations.

BACKGND   Although some existing standards support preservation work, and new preservation-related standards are under development, it is imperative that more resources be devoted to this effort. For example, libraries and archives require standards for the storage of paper, magnetic media, and color photographs; environmental conditions that relate to the constraints of local climatic conditions; and the manufacture of long-lasting optical media. Furthermore, standards development has not always been supported by adequate research, and completed research has not always been disseminated to those who need it. Finally, new technologies, such as mass deacidification and the capture of information in digital form, have not yet been perfected for use in the preservation of information.

QUESTIONS What federal organizations could and should conduct preservation-related research?

How could federal support encourage the private sector to undertake preservation-related research?

How can the United States best take advantage of research being conducted internationally, and what mechanisms can be developed for ensuring that research completed in the United States reaches an international audience.

SOLUTIONS Increase federal appropriations to the Office of Preservation at the National Endowment for the Humanities (NEH) and the National Historical Publications and Records Commission (NHPRC) to expand their support for preservation-related research and development. In addition, appropriate funds to the National Science Foundation (NSF) to undertake preservation-related research.

Fund the Library of Congress (LC), the National Archives and Records Administration (NARA), and other federal entities at levels that enable those institutions to conduct preservation-related research and to publish the results of their work in refereed journals.

Appropriate funds to the National Information Standards Organization (NISO) to support the research that will be required to develop new preservation- related standards.

NOTES   AALL05 ALA09 CT14 DC01 FL03 FLIC01 FLIC02 KY06 KY08 MN09 MO15 NAGARA NM39 PR08 RI

RECOMMENDATION PRE07 SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE Preservation of Specialized Federal Libraries and Archives

ISSUE Specialized federal libraries, archives, and information centers hold unique and irreplaceable materials that document the nation's progress and achievements. These institutions currently lack the resources and standardized procedures necessary to preserve their holdings.

BACKGND Federal information centers are not given priority within their agencies, even though they hold a broad range of unique materials (satellite and census data, for example) that comprise the history of governance, scientific achievements, environmental history, and policy. Securing funding for preservation activities in specialized federal libraries and archives is difficult, as these repositories are not eligible for financial help from federal grants programs. Furthermore, attention has not been paid to providing preservation training opportunities for the managers of specialized federal information centers.

QUESTIONS Why do federal agencies not understand the need to preserve their information resources?

What might be done to raise awareness and provide necessary resources?

SOLUTIONS Designate and fund a federal agency to offer preservation training for the managers of specialized federal libraries and archives, where such assistance is needed.

Provide adequate appropriations for specialized federal libraries, archives, and information centers, so that they can contract for assessment of their preservation needs, and for the services required to meet those needs.

NOTES ALA09 FLIC01 KY08

RECOMMENDATION PRE08   SOURCE: PRE CONFERENCE PRESERVATION COMMITTEE

TITLE   Public Awareness of the Preservation Crisis

ISSUE   The general public lacks an understanding of the magnitude of the preservation problem facing the nation's libraries and archives. Without this understanding the problem will only grow more acute, and the resources to redress it will continue to be insufficient.

BACKGND   Although evidence of the preservation crisis can be seen in any local library or family collection of deteriorated books, documents, photographs, and sound recordings, the public lacks a general understanding of the sources of the problem, the steps that might be taken to address it, or in what ways the problem threatens the social, political, economic, and intellectual life of the nation. Some efforts have been made to educate the public about the nature, scope, and cultural consequences of the preservation problem. The documentary film "Slow Fires: On the Preservation of the Human Record," for example, which has run on PBS, was produced in part through federal funding from the Office of Preservation at the National Endowment for the Humanities (NEH). There remains an urgent need, however, for printed and other types of materials created specifically for the general public that will explain how to use library materials responsibly, and what people can do to protect their own collections. Raising awareness regarding the preservation problem, and ensuring that legislators, private foundations, and other resource allocators understand it, is fundamental to creating truly effective mechanisms for addressing the problem.

QUESTIONS Are most people aware of the nature and scope of the preservation crisis, and how it is affecting citizens' access to information?

Why is it important that the general public be aware of the preservation crisis?

What are the most effective ways to raise public awareness regarding the preservation crisis, and what role can the federal government play in creating the infrastructure and products necessary to inform the citizenry.

SOLUTIONS Make federal funding available to the Library of Congress (LC), the National Archives and Records Administration (NARA), or the National Historical Publications and Records Commission (NHPRC) to create informational materials on the preservation problem facing libraries, archives, and historical organizations. These could take the form of leaflets, posters, and short television and radio spots. They would describe the nature and magnitude of the problem; and provide citizens with basic information regarding proper care and handling of library and archives materials and their personal collections of books, photographs, sound recordings, videotapes, and films. Materials should be distributed, displayed, and broadcast as widely as possible; and target audiences should be varied.

Appropriate funds to the Preservation Office at the National

Endowment for the Humanities (NEH) to support the production of additional substantive documentaries on the subject of preservation for broadcast on television and radio.

NOTES AL14 ASCLA CT14 DC01 FLIC01 FLIC02 KY08 PA04

TRAINING

RECOMMENDATION TRA01   SOURCE: PRE CONFERENCE TRAINING COMMITTEE

TITLE   TRAINING IN THE USE OF TECHNOLOGY

ISSUE   Adequeate training is not being provided to information seekers so they can successfully access information, regardless of the format in which the information is stored.

BACKGND   User instruction contributes to life-long learning through development of skillful,independent use of all resources available from libraries and other information agencies, thereby enriching information seekers' work, educational, and recreational activities.

Libraries have an obligation to teach users in general and students in particular how to use library facilities and resources, including all formats, and the information found within those resources.

A large percentage of library patrons, particularly the elderly, have no experience in the use of a computer. They are not able to access the information many libraries have transferred from card catalogs to online public access catalogs. The patrons may be intimidated by and fearful of computers.

Training, publicity, programs, and instructional aids regarding information resource use must be appropriately geared to meet the special needs of all learners.

A great challenge exists to make information technology available, affordable, and useable for all information seekers through as many sources as possible, including libraries, public agencies, and private companies.

Private institutions and commercial companies, as well as public, academic, special and school libraries, can provide documentation and/or training with their information products that both enable and encourage information seekers.

The rapid proliferation of new technologies presents new challenges to information seekers that must be recognized, respected and addressed by information providers and libraries. Training programs must include publicity and non-intimidating environments that invite and encourage information seekers to learn new ways to access information available in formats other than the traditional printed page.

Technology continues to change rapidly, thus affecting the instructional plans, staff training, programs and budgets of information providers. This obligates librarians and other information specialists to have knowledge and skills commensurate with the technological changes that affect their user communities.

QUESTIONS How does an increased need for updated training for library staff impact the ability of information seekers to access information available through technology?

Given the rapid advancement and complexity of information resource technology, is it reasonable to expect libraries to be able to train users in all formats?

Who should train library users: reference librarians, any specially trained staff, teachers, school media specialists, computer programmers, technicians?

Should all libraries plan to become "full service information centers," with media specialists trained as instructors to assist users in all formats?

Should community libraries, library systems, or other public information agencies (such as state data centers) assume leadership roles in coordinating regional training programs that include all types of information providers as well as information seekers?

How can new technology, such as interactive distance learning, be utilized to assist with training information seekers to use technology resources successfully?

SOLUTIONS Governing bodies should require libraries to regularly plan and earmark funds for staff and end-user training programs in procedures and techniques that are an ongoing, integral part of library services for end-users.

Libraries should survey their patron communities to devise training programs that adequately meet their diverse needs and interests.

State library agencies, library systems, cooperatives, and consortia, along with educational institutions, appropriate community organizations (e.g. literacy volunteers, friends of libraries, senior citizens) should network to further refine current training of end-user programs or develop new ones. Such activities will contribute to the standardization and sharing of training methods, procedures and practices.

Government, private funding agencies and corporations should provide grants to libraries to fund on-going training programs for end-users. Grants should cover costs of publicity, workshops, staff labor and materials for instructing users on how to access information through a variety of resources including CD-ROM work stations, micro-fiche, video tapes, interactive video, on-line databases, networks, optical imaging and voice information services.

NOTES CT02 FL12 FL19 IA01 IA18 IL11 IN18 MLA03 MO23 NM28 OH06 VA13 WA13

RECOMMENDATION TRA02   SOURCE: PRE CONFERENCE TRAINING COMMITTEE

TITLE   INFORMATION PROCESSING SKILLS FOR END-USERS

ISSUE   Many end users are unable to fully access library and information sources if these end-users do not have critical thinking and information processing skills necessary to become lifelong users of library and infrormation services.

BACKGND   Goal #5 of the National Goals for Education set forth by the National Governor's Association states that "every adult American will be literate and will possess the knowledge and skills necessary to compete in a glocal economy and exercise the rights and responsibilities of citizenship." Libraries can serve as a vital resource to lifelong learning for our citizens and assist in achieving this goal.

There is an especially strong need to bring the benefits of up to date information to all end-users. A cadre of skilled library personnel is needed to train the end-user how to access the electronic databases, locate the proper references, and retrieve the needed information on a timely basis.

Since libraries have become complex institutions offering a growing number of information resources and because of the proliferation of commercial information products and services, the user needs to know and practice the following information seeking processes: 1) task definition; 2) methods of inquiry and investigation; 3) availability and location of materials/resources; 4) how to competently use materials and equipment; 5) how to determine cost, if any, of accessing information; and 6) analysis, synthesis and evaluation of information and its sources, as well as its costs and benefits.

QUESTIONS What models are currently available as a starting point for instructing end-users in critical thinking and information processing skills?

What programs and activities should libraries provide to promote on- going, continuous training and support for children and adults in the practice of critical thinking and information processing skills?

What kinds and levels of instruction should users reasonably expect?

How can libraries and other information providers coordinate and cooperate to provide instruction and encouragement in lifelong critical thinking and information processing skills?

SOLUTIONS Libraries should develop training programs that teach end-users how to access and utilize library collections and other information resources.

Libraries should conduct both formal and informal assessments of user expectations and needs for training.

Libraries should publicize and conduct on-going training such as workshops and seminars related to using services and resources in all formats.

In order to ensure lifelong learning of information processing skills for end users, state legislatures should require that all libraries have certified personnel knowledgeable in instructing information seekers.

Library personnel should be involved in future state and federal K-12 education reports (e.g. America 2000: An Education Strategy) to assist in exploring the potential role of libraries and the need for information literacy.

NOTES CT02 IA01 IA03 IA16 IA18 IL11 IN18 MLA03 MO23 OH06 VA13 WA13

RECOMMENDATION TRA03 SOURCE: PRE CONFERENCE TRAINING COMMITTEE

TITLE LIFELONG LEARNING: ESTABLISHING A HABIT

ISSUE Libraries can be one of our richest resources in training citizens to be life-long learners and productive citizens. Unfortunately, libraries have been undervalued and underutilized far too often. Many people are reluctant to use libraries and information services due to the intimidating nature of technology.

BACKGND Evidence indicates that the U.S. must increase its productivity to successfully compete with technologically-advanced nations.

Government and industry projections indicate that the United States needs a highly educated, motivated and trainable population to increase productivity. As described by Workforce 2000: Work and Workers for the Twenty-first Century, "the foundation of national wealth is really people--the human capital represented by their knowledge, skills, organizations, and motivations. Just as the primary assets of a modern corporation leave the workplace each night to go home for dinner, so the income-generating assets of a nation are the knowledge and skills of its workers--not its industrial plants or natural resources."

Libraries hold great potential for improving the productivity of our nation's workforce.

A democratic society requires a participating citizenry capable of informed decision making based on available and adequate information.

Information is power. Training citizens in the skills and knowledge required to access and utilize information through libraries and information services is vital to the social and economic well being of our nation.

The lifelong learning process of citizens is a continuum throughout life. Training for use of information technologies and services must be available to all individuals, at all stages of life. Children should be developing skills for retrieving information electronically as well as learning basic reading skills. As education becomes less dependent on textbooks, children must be trained in resource based learning processes. School and academic libraries must be able to provide new information technologies as well as training in their use. Illiteracy and functional illiteracy -- the inability to read, write, or compute well enough to competently meet the demands of productive adult living in our democratic society -- are major local, state, and national problems. According to Project Literacy U.S., an estimated 23 million adult Americans lack basic skills for the job market. As educational institutions, libraries can serve as lifelong learning resources to improve literacy in our nation. Many Americans lack opportunity for exposure to and training in information technology. It is a proper function of libraries to meet this changing need for training, thereby encouraging citizens to develop these skills.

QUESTIONS What are the responsibilities of local, state and federal governments in providing library and information services training?

To what degree is training in library and information resources and services available for end-users?

What is the public's awareness of these services?

What are the implications to our nation if training in library and information services is not available to people of all ages?

What is the significance of library and information services as a training resource for end-users?

How can opportunities for end-user training in library and information services by library personnel improve the public's perception and support of library services?

Why is it appropriate that the library be positioned as the lifelong learning and literacy center of every community?

SOLUTIONS Promote local, state and national awareness and support of goal #5 of the National Goals for Education set forth by the National Governor's Association and explore ways in which libraries and informations services can be utilized as a means to ensure lifelong learning.

Libraries must strengthen programs to encourage the love of reading: A) Preschool programs to appeal to the nursery set and preschoolers. B) Excellent school library programs at all levels fully integrated into the curriculum and led by certified school library personnel. C) Libraries in higher education should recognize and respond to the needs of students who have devloped high levels of information processing skills and help them to expand upon these skills. Faculty and staff will require up-to-date training in response to better trained students. D) Libraries should become resources of choice for adults seeking information, many of whom may require assistance in the use of new technologies. In addition, libraries should have a literacy training component or appropriate available resources to which patrons can be referred. E) Library personnel at all levels should be trained to recognize and respond to the problems of the aliterate--those who can read, but do not. Library staff should help adults understand that reading, in addition to utilizing other media, is essential for obtaining balanced viewpoints and opinions.

NOTES FL19 IA01 IA03 IA16 IA18 KY07 LA01 OR01 TX17 VA13 VA14 MO08

RECOMMENDATION TRA04   SOURCE: PRE CONFERENCE TRAINING COMMITTEE

TITLE   TRAINING LIBRARY STAFF IN END-USER INSTRUCTION

ISSUE   In order for end users to develop the information processing skills needed to access library and information resources, they must be trained by library staff who often do not possess competencies in instructing end-users.

BACKGND   The resources available in libraries and from other information providers are accessible to end-users only if they gain and practice information processing skills. Libraries, as educational institutions, have a particular obligation to instruct information seekers in the use of information resources. Designing and delivering instruction are essential competencies for library staff if they are to fulfill the instructional needs of end-users. Librarians need to acquire and develop instructional skills. Users of libraries range from preschool age through mature adulthood. Libraries of all types should respond to a variety of user communities with instruction specificially tailored to fit their varying developmental learning needs.

QUESTIONS What courses can be offered by library and information science schools to teach prospective librarians how to provide instruction to end-users?

How can practicing librarians develop and improve instructional skills?

What kinds of partnerships can be formed between commercial information sources and libraries to teach library personnel?

Should legislation be enacted to set minimum standards for hiring and continuing education of library personnel related to the teaching role? What are the budgetary ramifications of these standards and programs and how can they be met?

What kinds of partnerships can be formed by school, public, academic, special libraries, library systems, and other educational institutions to teach library personnel and provide educational consulting services in designing instruction for end-users?

How urgent is the need for training library personnel to make them capable of teaching information seekers to identify and use all available sources of information, including newer technologies and commercial sources?

Should schools of library and information science provide more education in information and communication technologies?

SOLUTIONS Governing bodies should enact legislation for minimum standards for hiring and for continuing education of library personnel.

National and state library associations and agencies should offer training and continuing education programs as part of professional development.

Commercial providers of information should provide training in instructional techniques to library personnel through library-industry partnerships.

Accreditation criteria for schools granting library degrees should require that courses of study include training in instructional development, design, delivery, and evaluation.

Interactive distance learning programs should be developed through state education/library departments and the public and cable television industry to provide inservice training to library personnel.

Competency-based standards for library personnel should be established by state and national agencies and associations to encourage proficiency in using and teaching others to use emerging technologies such as electronic databases, telecommunications, and distance learning.

The American Library Association (ALA) and state library organizations should sponsor training workshops at conferences and meetings for library staff.

NOTES CT01 CT17 IA01 IN18 NY48 OH06

RECOMMENDATION TRA05 SOURCE: PRE CONFERENCE TRAINING COMMITTEE

TITLE TRAINING PARTNERSHIPS

ISSUE Opportunities to develop expertise in the training of end-users should be made availabe from a variety of sources.Libraries and information providers should establish more partnerships which enable them to train users in a cost-effective manner to become proficient in using information resources.

BACKGND Libraries are complex institutions offering a proliferation of a wide variety of information resources. Instructional programs for end users need to be multi-faceted and well developed to accurately reflect this complexity.

Effective cooperative programs draw on broad-based community and professional resources for training individuals in the use of libraries.

Collaborative partnerships can establish standards and guidelines for on-the-job training of staff and lead to effective and consistent training of end-users.

Library patrons, Friends of the Library and other volunteers have expertise to provide training in the use of technological equipment and processes for library personnel and information seekers.

Professional library associations, through lobbying efforts and contacts with other associations and the information industry, are important influences in establishing and maintaining training partnerships for libraries.

The American Library Association (ALA) and oher professional information associations are essential partners in identifying and addressing training needs of library personnel and end-users.

Local, state and national literacy programs can be partners with libraries in the training of end-users.

Partnerships between libraries and library schools can result in student interns providing technical assistance to end-users.

QUESTIONS What are the benefits to end-users of establishing partnerships with other organizations?

What criteria should be used to identify and build potential partnerships?

What can be done to encourage training partnerships between libraries and commercial information providers?

SOLUTIONS Libraries of all types should partner with both public and private data and telecommunication agencies to provide training with on-line database equipment, local area and wide area networks, CD-ROM, audio and video apparatus and computer hardware and software.

Libraries should partner with professional library associations, library systems and volunteer organizations to provide enhanced capability for libraries to train end-users.

Collaborative efforts between libraries and their partners must consider the diversity of those needing training, e.g. senior citizens, children, students, corporate users, researchers and individuals with varying levels of reading and technological literacy.

Collaborative efforts should be made among regional, state, and national resource sharing networks to better enable librarians and other services to serve as a training link between information sources and end-users.

Government, private funding agencies and private corporations should provide grants to all types of libraries for acquisition of electronic information equipment and instructional materials, as well as provision of on-site training.

Libraries should partner with corporate and industry training organizations, such as the American Society for Training and Development (ASTD), and the National Society for Programmed Instruction (NSPI). Libraries should provide services to these organizations in exchange for access to their computer networks, publications and training expertise.

Libraries should partner with professional associations such as the National Federation of the Blind (NFB), the National Association of the Deaf (NAD), and the National Association of the Physically Handicapped (NAPH), to provide training for individuals with special needs.

Libraries and library systems should form partnerships with cable and public television stations and their national associations to develop distance learning programs for the training of end-users.

NOTES CALA01 CT01 CT02 CT17 IA01 IL16 IN18 MLA03 MO08 MO09 MO23 MO26 MT03 OH06 VA13 VA14 WA13

RECOMMENDATION TRA06 SOURCE: PRE CONFERENCE TRAINING COMMITTEE

TITLE MODEL PROGRAMS TO ENHANCE END-USER TRAINING

ISSUE The development of model programs for end-user training would stimulate and motivate libraries to develop excellent training programs and serve as a valuable resource to library and information providers.

BACKGND The proliferation of library and information technology is occuring faster than training methodology can be incorporated into effective training programs. Model programs could prove cost effective in preventing duplication and trial and error in training of end-users.

Model programs, such as those developed for school reform and restructuring (e.g. Washington State's Schools for the 21st Century, Theodore Sizer's Coalition of Essential Schools, RJR Nabisco's Next Century Schools, the Saturn School of Tomorrow in St. Paul) serve as exemplary educational programs encouraging other states to replicate and improve their own models.

The Knapp School Library Demonstration Project, developed in the early 1960's, consisted of eight model school libraries in North Carilina and is a classic model of how demonstration libraries can be a valuable training tool for practitioners and administrators.

QUESTIONS What programs exist today which might be worthy of being designated model programs and where are they located?

How are current outstanding end-user training programs publicized?

How might business partnerships be developed with model end-user training programs?

SOLUTIONS The Office of Educational Research and Improvement (OERI) at the U.S. Department of Education should investigate and recommend model user training programs.

Model training of end-user programs should be implemented and widely publicized.

Administrators and library personnel should be encouraged to learn about and visit model library training programs.

Model library training programs should be marketed to conference planners and should be recommended to administrators and library STAFF.

NOTES 1. Developed specifically by topic committee on training of end-users on April 22, 1991.

MARKETING

RECOMMENDATION MAR01   SOURCE: PRE CONFERENCE MARKETING COMMITTEE

TITLE
ISSUE
BACKGND
QUESTIONS
SOLUTIONS
NOTES

1. INTRODUCTION: The Marketing Topic Committee concluded from the consolidated issues of the states that "marketing" is a poorly understood concept and practice within the library community. It became apparent from analyzing the recommendations that there was a diversity of understanding and acceptance of the value of a business and market-driven philosophy. This mission statement is designed to define the concepts and indicate the benefits of operating within this philosophy.

2. 2. DEFINITION: The business world sees marketing as finding and keeping customers. From a library point of view, the customer represents the patrons, potential patrons, funding sources, and target groups which need to be influenced to accomplish the library's mission. Marketing is not only selling. It encompasses all of the tasks necessary to develop services, bring them to the market and ensure that these services continue to meet the needs of the marketplace.

3. 3. FOCUS: Experience has shown us that no business can succeed and prosper unless it adopts a market-driven philosophy; unless it follows the rules of the marketplace. The loss or major dislocation of several significant industries in this country is evidence of this phenomenon, e.g. steel, automobile, urban retail, electronics. Successful industries demonstrating the wisdom of employing a market-driven philosophy include Japanese electronics and automobiles, Norwegian shipping,Walt Disney and McDonald's. Libraries are not immune to the rules of the marketplace. It is critical that libraries, in order to preserve and promote democracy, literacy and productivity, begin to view themselves in a business mode and adopt a market-driven philosophy immediately. The next step in this process is to construct Long-range, Business and Marketing Plans (see attached).

4. 4. CONCLUSION: The material in your briefing book is designed to facilitate your preparation of recommendations to introduce and implement business and marketing concepts at all levels.

RECOMMENDATION MAR02 SOURCE: PRE CONFERENCE MARKETING COMMITTEE

TITLE Libraries and Democracy

ISSUE An uninformed and uneducated citizenry jeopardizes a democratic society.

BACKGND "...a people who need to be their own governors must arm themselves with the power which knowledge gives." (James Madison). As part of the information explosion, there is an unfortunate, but growing gap between the information-rich and the information-poor. This condition exists because of a lack of knowledge of what library services are and the critical role that the library plays in facilitating life-long learning. It is important in order to further a citizen's participation in the democratic process and in economic productivity, both individually, and with a national AND International scope, that libraries take a leadership role as part of the educational community to contribute to the solution of the problem. In order to perpetuate the democratic process, society has an obligation to provide access to information.

QUESTIONS What role can libraries and information services play in reinforcing the democratic process?

How can libraries encourage the public to participate in life-long learning?

How can libraries encourage the public to be knowledgeable about issues that affect them?

How does promoting libraries and information services in order to create an informed and educated public preserve a democratic society?

SOLUTIONS The National Commission on Library and Information Science should develop a coalition of associations in the library and information fields to write a mission statement in the form of a national information policy to implement the administration's goals. (attached)

Congress should call for a Constitutional Convention to consider a Constitutional Amendment to assure equal access to all information which enables the people of the United States to be more productive, contributing members of a democratic society.

The American Library Association in cooperation with State Library Agencies should create an informed and educated public through public awareness programs.

ALA and State Library Agencies should hold national, state and local public forums to create an awareness of the library's role in the democratic process, perhaps using the National Issues Forum as a model.

OUtlying territories should work with United States libraries in sharing resources so that all territorial citizens have access to and understand the importance of libraries.

NOTES 1. AL11 ALA07 CA04 CA06 CT06 FL12 GA02 IL14 IL16 IL18 MI04 MLA01 NC09 NJ07 NY64 PA11 SC01-2 TN06 TX14 TX22 VA17

RECOMMENDATION MAR03 SOURCE: PRE CONFERENCE MARKETING COMMITTEE

TITLE
ISSUE The library community needs to better understand/accept/employ a market-driven philosophy.

BACKGND Marketing is essentially the process of getting and keeping customers. It involves a communication process -- an integral part of carrying out the library's mission. Libraries should operate with a business plan, constructed to provide feedback to shape library and information services, reflecting the changing needs of society's diverse populations and special constituencies. This process recognizes that some potential customers are not able to read and, therefore, to serve all customers and potential customers, libraries must participate in programs to increase literacy. Finally, some industries and institutions have declined because they have not served the needs of their customers. A market-driven philosophy will be found at the core of all successful businesses.

QUESTIONS How does a marketing plan improve the quality of the services and programs provided by the library to the community?

Who are the customers and the potential customers of a library?

What is the difference between a customer, a consumer, a client, a constituent and a patron?

What is the difference between selling, public relations, marketing and promoting?

How do libraries identify their customers?

How do libraries match customer needs and desires with existing resources?

How can libraries use customers to create new information systems, technologies and services?

How do libraries create new customers?

How do libraries publicize what they have?

How do libraries publicize what they need?

SOLUTIONS Every library should develop its own marketing plan; the models for which should be developed by the Department of Education. State Library Agencies, and/or local businesses.

State Library Agencies working with NCLIS should establish model library programs to market libraries to the public which emphasizes the library as a resource to meet business and personal needs. The model should promote all elements and components of the library community.

State Library Agencies should consider a marketing plan a necessary performance standard to qualify for funding. ; Schools of library and information science should include courses in marketing, business and public relations as part of their curriculum.

State agencies should require that opportunities for continuing education in business and marketing be made available to professional librarians and boards of trustees.

ALA should encourage the library press to establish business/marketing department editors to research and write articles on running the libraries as businesses, focusing on marketing.

NOTES 1. AK04-1, 4 AK04 AL04-1, 2 ALA07 AZ05 AZ07 CT01 CT05-1, 2, 3 CT06-1,2 CT17 FL15 GA02 IL04 IL05 IL13 IL16 IL18 IN32 KS08 KS19-1, 2 KS26-1 KY03 ME07 MI04 MT21 NC09-1, 2, 3 NJ07 NJ08 NY157 NY64 PA11 SC01-1 TN06-1 VA01 VA10 VA17 VASTLIB01 WA09

RECOMMENDATION MAR04   SOURCE: PRE CONFERENCE MARKETING COMMITTEE

TITLE   Libraries and Productivity

ISSUE   Libraries and librarians occupy an undervalued position in American Society.

BACKGND Inadequate and underutilized financial and human resources hinder the effective delivery of information. Although the profession values its own expertise, the profession on the whole has been a victim of a stereotypical portrayal through print and media formats that influence public perception. In addition, their academic training and their state agencies have not provided the support necessary for them to demonstrate their skills in operating their libraries driven by a market philosophy. The impact of this perception limits salary opportunities and critically impacts recruitment to the profession. A shortage of dynamic human resources severely limits access to an information base. A corollary is that the library's information service capacity is also not appreciated within its community. Recent surveys have found that many people do not give libraries a high priority on their list of where they go for information. Libraries, in general, receive less than 1% of their "community's" budget. This results in inadequate staffing and limited resources. There is a lack of a "cooperative" culture, (partnerships with governmental agencies and businesses, coalitions with support groups and other educational and service agencies).

QUESTIONS How do libraries organize themselves to serve business and industry?

How do libraries use the resources of the community to accomplish their goals?

How do libraries use their resources to assist the economic development of their communities?

How can the schools of library science prepare their graduates to compete in a world of scarce resources?

How can the American Library Association be used as a resource for marketing and lobbying?

How can libraries use public/private partnerships to accomplish their mission?

How do libraries fund their marketing plans?

SOLUTIONS Library staff needs to acquire the skills to position the library to use the human, financial and physical resources available to serve their community.

State agencies should require that continuing education for business and marketing be made available to professional librarians and boards of trustees.

Libraries should recognize and utilize the expertise of private information providers to accomplish their mission.

Using appropriate proprietary protection and contractual safeguards, libraries should create revenue centers with products/services, such as consulting fees for business start-ups, curriculum development, day care centers, book stores, and eateries designed to create new customers

Working with the restaurant community, libraries could establish linkages (place books in the restaurants.)

State agencies should assist the library information community in the establishment of public/private/not-for-profit partnerships, such as pro bono exchange of goods and services.

By elevating and demonstrating their professional and business skills, librarians can improve their image and, thus, more easily recruit more candidates to their profession. In addition, the image of the value of the library is enhanced.

Library Boards of Trustees should appoint someone to establish a continual lobbying effort on all governmental levels -- national, state and local.

Continue to develop strong coalitions between all affiliates of the American Library Association to present a unified effort to funding sources and the people of the United States.

Maintain a strong flow of communication throughout the information field on all levels. The ALA could serve as a clearinghouse to encourage communication between regional and state associations.

NOTES 1. AK04 AL04 ALA07 AZ05 CO08 CT05-3 CT12 FL20 HI10 IA 19 IL05 IL14 IL18 KS19 KS19-2 KS26 KS26-2 KY03 MD04 MILLS01 MILLS02 MILLS03. MS10 MS16 MT10 NC08 NH07 NV10 OR01 PA01 PA11 TN06-1 TX17 TX23 VA01 VA13 VASTLIB01

From "How to Write a Successful Marketing Plan," by Roman Hiebing and Scott W. Cooper, NTC Business Books, Division of NTC Publishing Corp., Lincolnwood (Chicago), IL, 1990.

I. Corporate Philosophy
    A. Goals and Objectives
    B. General History
    C. Organizational Chart

II. Review of Consumer Target Market
    A. Demographics
        1. Sex
        2. Age
        3. Income
        4. Education
        5. Occupation
        6. Family/household size
        7. Region/geography
        8. Lifestyle factors
        9. Demographic measures: volume vs. concentration
        10. Demographic measures: national (regional) category vs. company/product target market
    B. Product Usage
    C. Heavy Users
    D. Potential primary and secondary target markets

III. Review of the business-to-business target market
    A. Target market segmentation and SIC categories
    B. Other methods of segmenting
        1. Dollar size
        2. Employee size
        3. Heavy usage rates
        4. Product/service application/use
        5. Organization structure
        6. New vs. repeat buyer/consumer
        7. Geographic location
        8. Decision makers and influencers

IV. Sales analysis
    A. Reference points of data for comparison purposes
        1. Company sales compared to previous years
        2. Company sales compared to the industry or product category nationally
        3. Company sales compared to the top two or three major competitors

B. Sales Data
  1. Total sales
  2. Sales by brand or department
  3. Market share
  4. Store-for-store sales for retailers
  5. Seasonality of sales
  6. Sales by geographic territory/target market segments

V. Product awareness and attributes
  A. Product awareness
  B. Product attributes
  C. Product life cycle
    1. Introduction phase
    2. Growth phase
    3. Maturity phase

VI. Purchase rates/buying habits
  A. Purchase rates of the product category and your company's product by geographic markets
    1. Category Development Index (CDI)
    2. Brand Development Index (BDI)
  B. Trading areas
  C. Brand loyalty
  D. Buying habits
  E. Trial and retrial

VII. Distribution
  A. Retail
    1. Channel type/trends
    2. Geography
    3. Penetration
  B. Package goods
    1. Channel type/trends
    2. Market coverage/all commodity volume percentage
    3. Shelf space
    4. Geography
    5. Sales method
  C. Business-to-Business
    1. Channel type/trends
    2. Geography
    3. Personal selling method
  D. Service firms
    1. Type of office
    2. Geography
    3. Penetration

VIII. Pricing
    A. Price of your product relative to the competition
    B. Distribution of sales by price point relative to the competition
    C. Price elasticity of your product

IX. Historical marketing review of your company vs. the competition
    A. Developing competitive information
        1. Market share/sales
        2. Target market
        3. Marketing objectives and strategies
        4. Product positioning
        5. Product/branding/packaging strengths and weaknesses
        6. Pricing
        7. Distribution/store penetration/market coverage
        8. Personal selling
        9. Promotion
        10. Advertising message
        11. Media strategy and expenditures
        12. Customer service
        13. Merchandising
        14. Publicity
        15. Testing/marketing R&D
    B. Summary of strengths and weaknesses of your company and major competitors

X. Demand analysis
    A. How to estimate demand for your product
        1. Target market
        2. Geographical territory
        3. Consumption constraints
        4. Average purchase per year per customer
        5. Total purchase per year in category
        6. Average price
        7. Total dollar purchases
        8. Company's market share of purchases
        9. Additional factors affecting demand

SERVICES/PROGRAMS

RECOMMENDATION SER01   SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE   SERVICE/PROGRAM EVALUATION/EFFECTIVENESS

ISSUE   Regular assessments of library service areas are essential to define community needs for information services, to measure the effectiveness of present library service, to determine how services may be improved, and to justify appropriate funding levels.

BACKGND   Statistics are necessary to measure the quality of programs and services offered. Data collection on a state and national basis allows analysis of local statistics within the context of state and national trends. Funding organizations are increasingly requiring more accurate data gathering to justify allocations. Similarly, the increased complexity of library operation requires the compilation of accurate statistics to measure performance and services provided.

Publicly funded libraries lack sufficient funds to accomplish their mission of providing quality information services. There is a growing need for library services and programs that must be justified in order to be funded.

Statistics are necessary to measure the quality of programs and services offered. Data collection on a state and national basis allows analysis of local statistics within the context of state and national trends. Funding organizations are increasingly requiring more accurate data gathering to justify allocations. Similarly, the increased complexity of library operation requires the compilation of accurate statistics to measure performance and services provided.

Libraries need to identify their various constituencies (present and future), find the specific informational and service needs of those communities, and develop appropriate mission statements.

Using the above information, libraries can plan for the provision of appropriate materials, services and programs.

QUESTIONS How can libraries evaluate the quality of the services they provide and achieve greater accountability to those they serve?

How can libraries determine whether they are effectively meeting their own missions, goals, and objectives and that those goals are consistent with the needs and interests of their community service area?

How can libraries effectively seek funding to meet community needs?

SOLUTIONS The library community must continue to support and participate in the data gathering efforts of national offices such as the National Center for Education Statistics (U.S. Department of Education, Office of Educational Research and Improvement).

At the state and local level, the library communities must continue to support and participate in systematic data collection efforts of the state libraries, state education agencies, and other state and local agencies.

Compiled national, state, and local data should be made available to all libraries for planning and evaluation purposes.

An accreditation process should be established incorporating appropriate standards and output measures.

Libraries, in collaboration with their constituencies, should establish comprehensive mission statements, long-range plans, and implementation strategies for the efficient, effective, and timely delivery of library services and programs.

Librarians must become skilled in the art of preparing mission statements, grant proposals, needs assessments, budgets, justifications, evaluations, and other documentation for accountability.

NOTES 1. DE06 FL11 IL17 IN04 IN08 IN09 IN14 IN19 MT09 MT24 NH03 OK46 OR03 OR20 OR22 PA06 PA12 VA11

RECOMMENDATION SER02 SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE SCHOOL LIBRARY MEDIA PROGRAMS

ISSUE Many elementary and secondary school students do not have access to quality library services and materials in their schools.

BACKGND The Elementary and Secondary Education Act, Title II, categorical Federal funding, provided the impetus for the development of elementary school libraries and the expansion of secondary school collections. Unfortunately, that program has been replaced by others that have a different focus. Inflation and reduced local efforts have made the loss of such funding critical to the information needs of the school community. The latest figures available from the U.S. Department of Education National Center for Education Statistics (1985-86) show that schools with library media centers spent fewer 1985 dollars per pupil (adjusted for inflation) than were spent in 1958.

Figures available from the U.S. Department of Education National Center for Education Statistics also show that although 79% of the public schools had some portion of certified staff, in many cases this was shared between two or more schools. Although state certification requirements vary greatly, the fact is that only 64% of public schools had the services of a fully qualified library media specialist.

While President Bush has decreed that illiteracy will be eradicated by the year 2000 (National goal for education), in some of our inner cities 75% of all young people will have dropped out of school before they reach the age of 16. (Christopher Dodd, Chair, Senate Subcommittee on Children and Families, Introducing the Young Americans Act, 1986.) "About 950,000 students fail to complete high school every year; inability to read is a major contributing factor." (Public Library Watch, September 1990)

No office within the U.S. Department of Education is responsible for providing leadership to school library media programs across the nation. Many states have no designated position of leadership for school library media services.

An essential role of the school library media program is to provide students with the opportunity to obtain necessary critical thinking and research skills to enable them to select, analyze, and use resources for life-long learning. The proliferation of information resources, the growing need for information and life-long learning skills, and the development of new technologies have broadened and redefined the mission of the school library media program and opened up new learning possibilities for schools.

Students need to develop critical thinking skills in order to cope with the proliferation of information resources. They must learn to locate, analyze, and synthesize information and communicate their findings to others. The school library media specialist, working in partnership with the classroom teacher, uses the vast resources available through the school library media center to assist children in becoming information literate.

A recent article in Changing Times, August 1990, states "...SchoolMatch research indicates that the most important measures of a school district's success are not its tax base or property values but the education level of parents and the amount of money spent on library and media services.

QUESTIONS How may students and teachers obtain access to current information?

How can children and teachers be provided with up to date materials to support the curriculum?

How can new technologies be funded in school library media centers?

How can school library media centers make use of resource sharing?

How can certification requirements be developed to ensure minimum school library media services to all children.

SOLUTIONS Categorical federal funding for school libraries should be provided for the purchase of resources and new technologies giving students the opportunity to find useful information quickly. To ensure electronic access to information in every school district in the United States and the territories the United States Congress should authorize legislation that includes categorical funding for school libraries K-12 in order to allow them to acquire new technology-based instructional resources and to access off-site information.

A minimum of one certified professional librarian in every school should be available to teach and reinforce research and critical thinking skills. This person will select and purchase materials to match the needs of the curriculum at appropriate levels for individual users. The library media specialist works with teachers to develop and implement activities that will meet the reading and information needs of all students.

School library media centers should be open and available to students and teachers throughout the school day. Programming should provide for flexible access by small as well as large groups of students as they need information. In addition, school library media centers should be open and available for extended hours beyond the regular school day and during the summer months with appropriate professional staff.

School library media centers should be designed so that they provide an inviting, attractive learning environment.

High quality programs and services, including access to quality collections, should be provided in all schools through a professionally staffed school library media center.

School and public librarians should establish mechanisms to share resources.

An office within the U.S. Department of Education should be created to provide leadership to school library media programs across the nation. State departments of education should be encouraged to provide such leadership services when none exist.

NOTES AL03 ASCLA00 DC07 FL07 IA12 IN07 IN23 MD01 MI?? NC03 NC12 NM30 NY154 NYLASL01

RECOMMENDATION SER03   SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE   LITERACY

ISSUE   Should all libraries play an important role in both prevention and remediation of illiteracy and in the support of literacy programs so all persons can reach their full potential?

BACKGND   It is now estimated that there are as many as 3,000,000 Americans who cannot read, and an additional 24,000,000 who cannot read above the fourth grade level and 80,000,000 who read below a twelfth grade level. (Project Literacy U.S.)

Illiteracy and functional illiteracy, or the inability to read, write, or compute well enough to meet the demands of adult living, are major local, state, and national problems. True literacy is the ability to access, understand, evaluate, and effectively utilize information.

"Youngsters whose parents are functionally illiterate are twice as likely as their peers to be functionally illiterate." (National Assessment of Education Progress)

Literacy is recognized as a national concern. National Education Goal #5 states "By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the right and responsibility of citizenship."

Illiteracy costs the United States economy $225 billion per year in lost industrial productivity, unrealized tax revenues, welfare and unemployment payments and the cost of crime and prisons (U.S. Department of Labor).

A number of federal grant programs target adult literacy. Within the United States Office of Education, the Division of Adult Education and Literacy administers the National Workplace Literacy Program, which is currently funded at almost 20 grants with a 1990 budget of $24.2 million. The Library Literacy Program or Title VI of the Library Services and Construction Act, administered by the Office of Educational Research and Improvement/Library Programs (which is part of the United States Department of Education) received funding of $8.163 million in 1991. Among other federal agencies that have funds earmarked for the improvement of adult literacy are the Department of Labor and the Department of Health and Human Services.

Due to the lack of coordination among federal programs, agencies at the state and local level have little information about other agencies' activities in the literacy effort.

Functional illiteracy in the work force is increasing, yet there is a growing demand among employers for employees with higher skill levels.

The growing marginally literate populations are often reluctant to enroll in formal educational programs.

If persons are going to be truly successful and productive as workers, consumers, voters, and parents, they must be able to "read" new information, that is, to access and understand it, to comprehend its significance in light of their previous knowledge and experience, and to apply it effectively.

Since public libraries are in the business of promoting reading and the effective use of information for all persons in the community, it is appropriate that library personnel should become proactive partners with literacy training providers.

Tutoring is often a non-professional, volunteer effort.

Public libraries aid community literacy providers by acquiring appropriate and useful materials for tutors or students in literacy programs and by providing space and equipment.

The United States ranks 49th among 156 United Nation member countries in its rate of literacy (a drop of 18 places since 1950).

75% of unemployed adults have reading or writing difficulties.

Public libraries exist in virtually every community in the nation and provide a comfortable, non-institutionalized and non-threatening environment for formal and informal learning. Accessible to over 95% of the nation's population, these libraries possess a wide variety of print and non-print resources as well as technological tools, which can be targeted to the education of illiterates. In an atmosphere of relative anonymity, the functionally illiterate can progress at an individual pace, on their own or under the guidance and tutelage of specially trained, caring persons, to obtain the literacy skills necessary to become a confident, productive member of society.

QUESTIONS How should libraries become involved in literacy efforts? As coordinators? Through provision of materials and facilities, etc.?

Who should be partners in this?

What kinds of training do library staff need in order to meet the needs of new or poor readers and non-readers?

Is the Office of Adult Education and Literacy in the U.S. Department of Education the appropriate agency to coordinate all national literacy programs? How can it serve other populations such as children, prisoners, etc.?

How can the federal, state, and local governments forge more partnerships with business and industry in a national campaign to eradicate illiteracy?

How can schools of library and information science provide more education in literacy programming for their students and through continuing education programs for other library and information centers.

SOLUTIONS The proposed LSCA Title VIII, which would fund Family Learning Centers and Library Literacy Centers, should be implemented and funded.

A variety of formats, including video tapes, computer assisted technology, etc., should be utilized to assist in training the illiterate.

The U.S. government should offer incentives for increased development and production of quality literacy materials and encourage public libraries to provide expanded use of their facilities, resources and services in support of literacy programs.

A federal agency should coordinate improved research and evaluation of literacy programs and the dissemination of information on successful literacy programs. The responsibility of the agency should be broad enough to encompass literacy programs for families, the workforce, and other special populations. Similarly, an agency or organization should be designated in each state to coordinate state and local activities.

Partnerships should be formed for cooperation among public and school libraries, educational institutions, churches, social service agencies, organized labor, the business community, and others, to assist ongoing programs, or establish literacy programs where none exist.

Library schools, professional associations, and others should provide training for librarians to identify and serve individuals with literacy problems in a sensitive way.

The public library can be a clearinghouse of information, provide materials, and offer an inviting, non-threatening environment for literacy instruction.

Public libraries should incorporate active support of literacy in partnership with other public and private entities as part of their mission statements.

A national policy should be established and implemented which formally acknowledges the public library as an educational institution and as a partner with the traditional institutions of formal education in the fight against illiteracy.

All agencies and organizations funding literacy programs must cooperate to provide stable and consistent resources in order for programs to grow and flourish.

In funding literacy programs consider involving all who teach others to read. Efforts should not be focused strictly on remediation at the expense of prevention. It is much harder to re-educate the functionally illiterate than to make a young or new reader literate.

In focusing attention on illiteracy, the needs of special populations who face additional impediments to overcoming illiteracy should not be ignored. These groups include, but are not limited to, those in prisons, hospitals and other institutions, the disabled, the economically disadvantaged, native Americans and other minorities, immigrants and others for whom English is a second language, rural populations and those remote from a broad array of services.

NOTES AL12 ALA08 AR02 AR03 AR05 AR07 ASCLA ASCLA00 AZ06 CA04 CA30
CO03 CO04 CT15 DC11 DE03 FL08 GA03 HI02 HI03 IA15 IA17 IN20 IN22
IN25 IN26 IN28 IN29 KS09 KS10 KS21 LA05 ME06 MI05 MI06 MO01 MO02
MO03 MO06 MO07 MO12 MS12 MS13 MS14 MT01 ND19 NH02 NJ09 NM20 NY76
NY86 NY90 NY92 NY94 OH03 OK46 OK48 OR07 OR17 PA07 PA08 SC03 TN04
TX05 TX12 TX14 TX16 TX22 TX24 UT02 UT03 VA14 VASTLIB03 VASTLIB05
VASTLIB06 WA03 WI03 WV21 WV23

RECOMMENDATION SER04   SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE   LIBRARY SERVICES TO CHILDREN AND YOUTH

ISSUE   Many children and young adults do not have access to quality services, programs, and materials in their public library.

BACKGND   Only 11% of public libraries have a young adult librarian to provide services to this age group with very special needs. The first national survey of children's services and resources in public libraries (NCES, 1990) found 58% of public libraries did not have any children's librarians on staff even though children's services builds an essential base for literacy and information use. Children's librarians were most commonly found in public libraries with many users per week and in main libraries with branches. Seventy-nine percent of libraries that serve 1,000 or more users per week had a children's librarian on staff. Many children's and young adult librarian positions have been eliminated from public libraries. Positions that do exist often go unfilled because fewer new library school graduates are being prepared for children's or young adult positions.

National Education Goal #1 states, "By the year 2000, all children in America will start school ready to learn." Yet the percentage has increased of those students who are not ready to learn at the entrance of school, creating an increase of students who are "at risk" in becoming less responsible and productive adults.

The achievement of the recently announced National Education Goals is completely dependent upon the quality of literature and information available to all children and their parents, including disadvantaged and disabled and the quality of the staff, librarians and taechers, to promote its active use.

Current education theory underscores the importance of not only learning to read but, also, reading to learn. Reading is recognized as the core of the ducational process. Materials and services in public and school libraries are needed to provide the foundations for literacy and to promote enjoyment of reading for every child.

Failure to read proficiently underlies every statistic of youth alienation; school dropout; teenage pregnancy, substance abuse, and crime. Later expenses involved in these negative experiences far outweigh the cost of providing resources for provision of basic literacy needs in the years of infancy and chilkdhood. Preschool experiences that build literacy potential have been demonstrated to predict future positive outcomes.

A total of 63 million Americans are children. (Christopher Dodd, Chair, Senate Sub-Committee on Children and Families, Introducing Young American Act, 1986) Two recent Fast Response Statistics Surveys (FRSS) of young adult and children's services conducted by the U.S. Department of Education, show that over 50% of public library users are under the age of 18, while one of every four public library users is between the age of 12 to 18.

As the number of two-income families grows, children in the community look for a safe haven for after-school activities. For many parents, the library is the only low cost alternative.

Library services do not reach all the children. Youth need equal access to all library services and to up to date information resources in all formats, including information technologies. To provide equal access, librarians need to assist children in the use of available technology.

Parents are their children's first and most influential teachers. (What Works: Research About Teaching and Learning, U.S. Department of Education, 1986)

From conception to age four, the individual develops 50% of his mature intelligence; from ages four to eight he develops another 30%. (Stability and Change in Human Characteristics, Dr. Benjamin S. Bloom)

Youngsters whose parents are functionally illiterate are twice as likely as their peers to be functionally illiterate. (National Assessment of Education Progress)

The first years of a child's life are known as the peak language- learning years. The child who hears songs and stories, who is drawn into singing and talking, asking questions, and even creating his own stories is the one who becomes a reader quickly and easily when he gets to school.

Programs featuring inter-generational programs have been successful in helping children learn to read.

QUESTIONS What is needed to bring library services to pre-school children?

How can the public library serve "at risk" children and youth?

What are the special needs of children and youth?

How can schools and public libraries cooperate?

What public and school library programs can be developed to affect positively those parents/caregivers and children who are not currently using library services?

Should the library expand its services and workforce to meet with the demands of the "after three o'clock" crowd?

At what level should funding take place for after-school programs?

Can public and school libraries enhance the parent/caregiver role as the child's first teacher by linking library services with literacy programming?

How can the public library provide technology resources that minimize the distance between the information rich and the information poor?

What are the implications for library services in recent child care legislation and the National Education Goals?

How are our nations productivity, literacy, and democracy affected by inadequate attention to basic needs for parenting information,

SOLUTIONS Funding, such as Head Start, should be continued for early childhood education programs for "at risk" children in order to increase the growth of adult literacy.

Public libraries should expand children's services to meet the needs of all youth in each community, including children in day care, latch key programs, and incarcerated youth.

Libraries should include traditional programs such as reading clubs and story hours, as well as innovative programs such as preschool computer literacy, writing workshops, and teaching creative and constructive thinking skills.

Each public library should be staffed with a trained, degreed children's librarian.

Governing bodies of every school and public library should be responsible for giving top priority to allocating and dedicating funds from both public and private sectors sectors for the highest quality available of literaure and information media for all children from birth to adolescence with supporting child-oriented information for their parents, care-providers, Head Start programs, and for the professional staff needed to guide and promote the use of these materials.

Public and school libraries should develop early childhood education programs, including resources and deposit collections, which foster parent/caregiver involvement to encourage literacy at all age levels.

Libraries should develop linkages with other organizations: human services providers, such as day care centers; schools; literacy education centers; the business community; adult education centers, including classes for English as a second language; among others.

In areas where there are no literacy programs available, libraries should be funded and encouraged to initiate family literacy programs with churches, schools, civic organizations, or any such groups as will support literacy efforts.

Public libraries should provide quality collections, inviting learning environments, and appropriate services and programs.

Support should be given to a comprehensive program bringing library services to preschool and primary school children in low-income and one-parent families, particularly those where books and library services are unfamiliar.

Programs that involve youth and senior citizens representative of all segments of the community should be encouraged by libraries.

Children and youth should be given greater access to libraries through cooperation between school and public libraries, and through extended

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NY165 PL03 VA20 WI06

RECOMMENDATION SER05   SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE   INFORMATION LITERACY

ISSUE   The ALA Presidential Committee on Information Literacy defines information literacy as "the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information....Ultimately, information literate people are those who have learned to learn." (ALA Presidential Committee on Information Literacy, Final Report, 1989, p. 1) National education goal number 5 states "Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the right and responsibility of citizenship." Traditional definitions of literacy have emphasized the mechanical aspects of reading at the expense of critical thinking skills that allow people to evaluate and use information.

BACKGND   Businesses are spending large sums of money retraining employees in their critical thinking skills.

Librarians in institutions with technological services (such as electronic catalogs, machine readable materials in a multitude of software programs, etc.) are increasingly compelled to teach customers how to use the services when in the past they only had to direct them to, and explain the organization of, a printed source.

Information literacy is essential in the Information Age to provide the United States with a skilled work force to be competetive in an increasingly global market place. Our nation's competetiveness is increasingly dependent on producing a highly skilled work force. As a Business Week article points out: "The nation's ability to compete is threatened by inadequate investment in our most important resource--people....Too many workers lack the skills to perform more demanding jobs." ("Human Capital: The Decline of America's Workforce." A Special Report. BusinessWeek, September 19, 1988.)

The inability of workers to understand instructions, written or oral, and/or to recognize incorrect or conflicting instructions, as an example, costs an unknown number of dollars annually in this country

Democracy requires a citizenry that can analyze information and then react through voting and expression of opinion. Lack of such abilities greatly decreases the necessary checks and balances of the general population on government. Improving information literacy will strengthen the democratic process and give voice to elements of the population which now are powerless and ignored.

To survive and respond effectively in a rapidly changing environment, "people need more than just a knowledge base, they also need technique for exploring it, connecting it to other knowledge bases, and making practical use of it." (ALA Presidential Committee on Information Literacy, Final Report, 1989, p. 13)

The providers of literacy training have tended to promote definitions of literacy which emphasize the ability to recognize, define, and read words in isolation. Cognitive skills involving analysis of information and critical thinking are more difficult to measure, as well as harder to learn.

The disciplines of the humanities are well suited to develop the critical thinking and judgement necessary to evaluate and use information in the Information Age

QUESTIONS Is information literacy a fundamental requirement for all individuals to survive in an information-based society?

How can librarians develop "information literacy" to make people less dependent on them for the "right answer"?

With the proliferating multitude of information, how can users make descriminating choices?

How can libraries utilize their collections to support the development of critical thinking?

Would changing the formal definition of literacy lead to any actual change in programs and ultimately in society?

Would a changed definition need public acceptance and understanding to be effective?

What should be the roles of libraries--public, academic, school, and special--in providing the necessary skills to become information literate?

What should be the roles of schools in providing the necessary skills to become information literate?

What should be the roles of publishers and other information providers in providing the necessary skills to become information literate?

What partnerships can libraries forge with agencies in the private and public sectors to assure the continued development of an information literate population to meet the challenges of a knowledge-based society?

Is there an urgent need for training information specialists to make them capable of identifying and using many available databases?

Should schools of library and information science provide more education in information and communication technologies?

What role does a library play in a society where people can go directly to the sources of information?

SOLUTIONS Librarians should assume a leadership role in providing the public with training and support to use current and emerging technologies for accessing information, and since all information is not of equal quality, libraries should also help users learn to evaluate kinds and sources of information.

Professional training in necessary so that librarians are given the skills to develop the critical thinking process in students.

The special information needs of client groups should be addressed through staff hiring, staff training, materials, and access to information and referral services in cooperation with special client groups.

Including critical thinking skills as part of literacy will create a meaningful and realistic definition and will raise true functional literacy, eliminating illusory literacy.

A Coalition for Information Literacy should be formed to explore the feasibility of the development of a strategic plan for the general development of information literacy skills.

There should be a continuous effort on the part of all state and local libraries to focus on how technology and the effective management of information resources can be used to increase the productivity of "knowledge workers," goods producers, and service workers, particularly those in small businesses.

NOTES 1. HI09 ID16 IN07 IN18 KS09 MS23 NH02 WA07 WV18

RECOMMENDATION SER06   SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE   HUMAN RESOURCE DEVELOPMENT/LIFELONG LEARNING

ISSUE   Libraries and information systems should play a primary role in contributing to human resource development and the establishment of lifelong learning skills.

BACKGND The U.S. must increase its productivity to be able to compete with advanced industrialized nations.

Government and industry projections indicate that America's job market will increasingly require persons with higher levels of job skills.

Lifelong learners are all ages from birth to death; however, special emphasis should be given to the foundation years, birth to age 6, when half of learning occurs. School drop outs need a neutral ground to stimulate learning without stigma. Formal education is not the only form of education. Lifelong learning supports the full spectrum of technology from informal to formal education.

Libraries have resources for individuals to further their personal and education growth in basic literacy, computer education, job searching and enhancement skills, and family development.

Furthering economic productivity can contribute to the fulfillment of human social and cultural needs.

Alcohol, drug abuse, mental health problems, and life threatening diseases are a major concern throughout the nation. There are many national, state, and local sources of audiovisual, electronic, and written information available.

QUESTIONS What stake do library and information providers have in the issues surrounding lifelong learning?

What role can libraries play in the process of providing information supporting individual productivity and self-fulfillment?

What programs should libraries provide which will strengthen human resource development and contribute to greater individual productivity?

What partnerships can be formed between libraries and businesses to encourage greater productivity of the individual within the workplace and society as a whole?

How can library and information services meet needs for personal and institutional growth and fulfillment?

How can libraries assist with the retraining and continuing education of workers and the unemployed.

How can libraries provide access to community information and referral services?

SOLUTIONS Libraries at all levels need to expand their role in human resource development by building upon their present activities and providing resources which complement general education and skills training, facilitate employment preparation and career development, and assist individuals to develop their potential to contribute productively to the goals of the nation.

RECOMMENDATION SER07   SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE   SPECIAL POPULATIONS

ISSUE   Libraries in our increasingly multi-cultural and diverse society should target relevant services and programs to the special/unique segments of their community's population.

BACKGND   The United States is a rapidly changing country of 250 million people. Changing American demographics compel consideration of service to special populations. These populations are found not only throughout society, but also in penal institutions, in nursing homes and other medical facilities, and on reservations.

Traditional minorities (such as racial, ethnic and religious groups, and the blind and physically handicapped) have been expanded to include the homeless and economically disadvantaged, the homebound, new immigrants, single parents and latch-key children, the elderly, and others.

By the year 2000, Americans of European extraction will become minorities. The majority will speak foreign languages as the first language, come from a variety of social/cultural backgrounds, practice a variety of religions.

Currently libraries of all types, their materials, staff, services, and programs are not geared toward the mosaic society.

The role of libraries in serving special populations has not been well defined, coalitions with other community social service agencies are often insecure, and funding is insufficient.

In many states, library services are provided to institutionalized persons irregularly, if at all. Library support of the training or rehabilitation program of an institutionalized person can be vital to the person's successful transition back into society.

At the 1979 White House Conference on Library and Information Services, diverse people and their library needs were woefully under- represented. Moreover, in 1979, conference delegates voted down several resolutions which could have strengthened library services to minorities.

The National Library Service for the Blind and Physically Handicapped provides recorded and brailled reading materials and playback equipment to vision-impaired and physically handicapped persons through a system of regional and sub-regional libraries. Most of the materials and equipment are circulated through the U.S. Postal Service.

QUESTIONS Is service to special populations appropriately the concern of the library, or should such programs remain the responsibility of community social service agencies?

Is funding for special programming a Federal or local responsibility?

Do schools of library and information science adequately prepare librarians to provide service to special clienteles?

Should the federal government focus on the unmet needs of rural communities through LSCA?

Should the federal government be responsive to the unique needs of native American communities and reservations in their regulatory procedures?

How can LSCA, Title IV, be administered to more closely meet the intent of the title and the needs of native Americans?

Should federal administration of LSCA, Title IV, be made to work with state library agencies to make state and federal efforts compatible?

Who is responsible for providing library services to institutionalized persons? What level of diversity of library and information services is appropriate and necessary to institutionalized persons?

Are there enough sub-regional libraries for the blind and physically handicapped?

Should National Library Service books and equipment by mail for blind and physically handicapped persons continue to be free?

SOLUTIONS Congress should allocate to publicly funded libaries for library services and materials a percentage of the funds appropriated to address such pressing national concerns as drug abuse, literacy, youth-at-risk, and an aging population.

The Federal government should provide for expanded library services and materials to the minority community.

Libraries of all types should form and/or continue their partnership with local organizations designed to support the needs of special populations.

Services to special clienteles should be regarded as a standard part of the service program of each public library.

Services to reach both individuals and families of traditionally underserved populations should be equal to those services offered to traditional users of a service-oriented public library.

Prison libraries should be regarded as vital participants in the rehabilitative process.

Citizens who do not have full access to building-centered library service because of immobility, distance or limited physical capacity should be offered the full range of outreach programs, bookmobiles, homebound services, and books-by-mail and such services should be regarded as a standard part of the service program of each public library.

Additional funding should be provided from both public and private sources for library resource development in support of programs to reach traditionally underserved populations, which would include, but not be limited to, close-captioned videos, adapted computer equipment, signing, and high interest/low vocabulary materials. Such materials must be culturally sensitive and appropriate to meet these special needs.

Libraries should develop appropriate information service programs that help senior populations continue to lead productive lives and provide special programs for those in nursing and retirement homes.

Libraries for state correctional and health institutions should meet state or federal standards for library service.

Libraries must provide adequate services for residents of different or non-English speaking cultures.

Congress should re-authorize the Higher Education Act, which would restore benefits to academic libraries. Congress should allocate sufficient funds in support of programs already in place and also adopt legislation to create the National Research and Education Network.

Hospitals and penal institutions should be surveyed in order to determine needs and provide library services through either local public libraries and educational institutions or through the agency which oversees the operation of the institution.

Elected officials in all states and territories should assure the participation of minorities in all aspects of library governance by appointing them in representative numbers to the governing boards of state and public libraries.

National Library Services for the Blind and Physically Handicapped should be expanded to additional public libraries in the states. Congress should continue funding the "free matter for the blind" franking privileges.

National guidelines should be adopted on library and information services for the deaf and an office on Library Access for the Deaf be established in each state library. Similar guidelines and access

NOTES AL05 AL07 ALA03 ASCKA00 CA30 DC04 FL01 HI03 MO14 MT30 MT38 NM19 NM43 NV14 NY76 OH03 OR04 OR19 PL02 VA12 WA14

RECOMMENDATION SER08 SOURCE: PRE CONFERENCE SERVICES COMMITTEE

TITLE OUTREACH

ISSUE Libraries should serve as gateways providing information to everyone in the U.S. and its territories, including those in remote areas through both traditional and non-traditional methods and locations

BACKGND Participation in a democratic society is dependent upon an informed community who must have a ready and reasonable access to library facilities appropriately staffed with qualified professional and support personnel.

Libraries are total information centers for their communities and information links to the nation and the world. A shrinking and interdependent world requires an internationally-competent population possessing greater understanding of world history and geography, foreign peoples, languages and cultures, and comparative social, political, economic and educational systems. Foreign trade accounts for 20% of GNP; one-third of corporate profits, 20% of all jobs, and 80% of new jobs. One-third of all farm products are sold in foreign markets. Virtually all U.S. export products faced stiff foreign competition by 1990, as compared to less than 25% in 1960. Exports of goods and services represent more than eight percent of GNP.

About 57% of adults, more than 79 million men and women, used a public library at least once in 1987.

Libraries provide opportunities for self-improvement, individualized education, intergenerational programming, and an enhanced quality of life; yet many people fail to perceive their need for information.

The constantly changing nature of information formats and use demands study, assessment, and planning.

Libraries have been information providers through traditional channels for years, not adequately serving people through these methods.

Small businesses are the backbone of United States' economy, and economic growth depends on the ability to access national as well as local information sources. Some of the most critical information is expensive and difficult to obtain. Libraries of all types are in a unique position to enhance information exchange.

Most of the nation's historical records programs are in library settings. Thousands of public, academic, and other libraries collect, administer, and make available a great variety of historical records, including letters, diaries, photographs, business records, and other materials that pertain to the geographical areas they serve or to the research interests of their parent institutions, e.g., college and university libraries. Recent national studies have shown that many of the historical records programs in libraries are undersupported and underdeveloped, and that important topical and geographical areas are not served by any programs at all.

The quality of health care is dependent on timely access to current medical knowledge. Physicians and other health professionals rely on health science libraries for information to deliver quality health care. These resources are also crucial to the performance of medical and biomedical research. Concurrently, there is an increased demand by patients, their families, and other individuals for consumer-oriented health information. However, health science libraries are not accessible to many physicians, other health professionals, researchers, and consumers, particularly those in remote or rural areas, and these libraries are often unable to give priority outreach health services.

QUESTIONS How can networking technologies, telecommunications, and outreach methods assist the homebound, those with limited physical capacity, and those in remote areas whose libraries may have limited resources?

What new methods should be used to deliver information?

What is the impact of location?

How can libraries remain impartial concerning controversial political candidates and issues, while providing campaign and voter information?

Should libraries promote "ownership" among service users to solicit feedback concerning library service?

How can librarians and educators work together to educate people about national and international affairs?

How can libraries best define the collection missions of their historical records programs and develop the essential elements of these programs in a balanced and comprehensive way?

What should be done to increase and facilitate the use of holdings, including automated cataloging description and the entry of historical records into state and national databases?

SOLUTIONS Libraries must increase outreach programs to improve information access, increase public awareness of libraries and library services, and encourage use of libraries by making libraries not only accessible, but inviting and non-threatening.

A concerted effort should be made to locate libraries in high traffic areas such as shopping centers and transportation facilities, using such innovative techniques as drive-in facilities to aid existing customers and attract a new clientele.

Libraries should cooperate with voter registration activities, and provide impartial information concerning issues and candidates.

Libraries should work with organizations of all types that prepare forms, applications, and other documents for public use, since those who have reading difficulties sometimes encounter problems in filling out forms needed to receive services.

Libraries should consider offering programs in such diverse areas as intergenerational programming, literacy tutoring, parent training, family programs, early childhood programs, programs for daycare providers, homework hotlines, after hours reference service, summer enrichment, young adult programming, among others.

Libraries should continue to make available information on the structure and functions of local, state, and national government.

Public relations strategies should be utilized to build library identity and ownership among library service users and to gain support for library programs and services.

Libraries should address the needs of the business and service institutions in their community, be they private, public, or non-profit by providing quick and accurate responses to information queries using the latest in information technologies. Local Chambers of Commerce and libraries should establish joint task forces to address the library services and information needs of the established business community, entrepreneurs, and those establishing new small businesses.

Public libraries should actively seek to establish stronger ties with educational and government institutions specifically oriented toward helping small businesses (i.e., Small Business Administration, Small Business Development Centers, etc.), the objective being to help small business become more competitive in today's economic environment.

Federal priority and economic support should be given to establishing libraries as primary information sources for the nation's business sector, particularly for small businesses.

Improved access to health information for health care providers, patients and their families, the general public, and for biomedical researchers should be accomplished by 1) the provision of adequate funding for the development and maintenance of health science library resources, 2) the efficient coordination of health information services, 3) the development of increased access to health information for rural providers and consumers, 4) the improvement of linkages between public, university, and hospital libraries, 5) provision for improved education and medical information sources for library professionals, and 6) use of libraries for the dissemination of public knowledge and awareness of health information services.

Libraries should take the lead in promoting the collection and preservation of local history. Libraries should cooperate with historical agencies and records creators and users to develop documentation strategies and coordinated collecting programs which adequately provide for present and future collecting needs and research interests. Librarians should join with archivists and others to promote the broader and more imaginative use of historical records and to highlight the archival function in society.

Libraries should develop programs and collections to expedite understanding of other nations and cultures. State level librarians should partner with other libraries to establish foreign language centers in each state structured to facilitate networking of ideas and resources with local and regional libraries.

Libraries should consider establishing an "Eatery" for the convenience of patrons.

NOTES AR05 ASCLA00 AZ06 DC09 FL11 FL20 FL21 HI07 IIA05 IL17 IN18 IN19 LA05 MILLS02 MLA04 MS10 MT20 NAGARA NC13 NJ09 NY26 NY27 NY28 NY29 OH10 OH11 OR05 OR08 OR25 PL03 UT04 WV26

Libraries should provide ongoing access to all types of information and materials about available services. Beginning with strong children's programs, libraries shall be neutral, stimulating places that encourage lifelong learning through programs that reflect and respond to local, state, and national community needs. These also include career and job market information. Public libraries, academic, school, corporate, and other special libraries should link up through electronic networks and other means of resource sharing to achieve the widest possible dissemination of information about jobs, careers, educational opportunities, productivity, the economy, and international development.

Libraries should help put individuals in contact with continuing education to help individuals improve their job skills and thus improve business productivity.

The future workforce, including troubled youth, should be reached so they can become efficient, productive employees.

Libraries should establish a network with others in the community so that the library can serve as a clearinghouse of community information and services available to all constituencies. This collaborative effort should include information on alcohol, drug, mental health, life threatening diseases, and wellness issues that affect all communities.

NOTES 1. HI11 IA22 MN04 MO04 MO11 MO13 MT18 MT19 ND21 NV07 NY68 OK32 OR17 TX17 WA06

GOVERNANCE

RECOMMENDATION GOV01   SOURCE: PRE CONFERENCE GOVERNANCE COMMITTEE

TITLE   GOVERNMENT ORGANIZATIONAL STRUCTURE

ISSUE   The organizational structure within government does not currently reflect the needs of a contemporary information-based society.

BACKGND   Strategic planning and accompanying financial support for libraries and information services have not kept pace with the new demands of life in the information age. The library and information services community is facing a broad spectrum of concerns ranging from basic literacy issues to helping individuals manage new information technologies. Competition in the world market demands a population with the ability to understand the general technological requirements of particular jobs, to find needed answers and information rapidly, and to apply, or participate in, technological solutions to problems. Various aspects of these problems apply to all population groups and are of concern at federal, state and local levels. Appropriate governmental response is needed in order to publicly redefine the library's role in the community.

QUESTIONS How could realignment of departmental responsibilities and/or creation of new positions serve to increase visibility and promote a redefinition of library and information services as a core resource in achieving national objectives?

Do existing structures support the effective delivery of library and information services? What restructuring would meet new and changing needs and produce more effective results?

How can resources from other governmental departments be identified and utilized by the Department of Education to expand and integrate resources for libraries and information services?

Is legislation needed to promote cooperative use of resources for children and young adult library and information services by schools and public libraries?

Does the current structure at the federal level enhance the integration of efforts to eradicate illiteracy through library and information services? How could the federal government enhance integration and cooperation of efforts at the state and local level?

What governmental structure can best respond to and support the library and information needs and concerns of (1) people in areas remote from population centers, (2) populations of territories geographically remote from the continental United States, and (3) culturally identified populations needing and desiring to preserve specialized history and meet needs unique to their populations?

Is the current process for collection of information through the National Center for Education Statistics (U.S. Department of Education) adequate to provide background data for library and information service strategic planning? Should additional methods be added? If so, under the guidance of what structural position?

How could the establishment of a National Endowment for Library and Information Services improve continuity of funding and ease problems arising from year to year appropriations?

SOLUTIONS The Department of Education should include an Assistant Secretary of Education for library and information services.

Establish an office within the United states Department of Education to provide national leadership and to administer research grants for school library media centers.

Establish a national agency to coordinate literacy education on all levels.

Redirect and allocate U.S. Department of Education funding resources and the administrative responsibility for LSCA Titles VI and VIII to state library agencies.

Congress should establish a National Endowment for library and information services.

Representatives of special community groups should actively participate in library advisory councils that assist in strategic planning and implementation of services.

NOTES AK01 ALA03 AL21 AZ08 CA32 FL04 GU06 KS01 LA05 MI01 MN07 MO22 MO27 NCAI3 NCAI5 NCAI6 NCAI5A NC04 NCAI9 NC10 NM13 NM21 NM23 NM51 NY115 NP01 NYLASL05 OK37 PR02 SC07 SC08 VA11 VA19 VASTLIB04 WI07

RECOMMENDATION GOV02 SOURCE: PRE CONFERENCE GOVERNANCE COMMITTEE

TITLE NATIONAL FISCAL POLICY REVISION

ISSUE National fiscal policy does not currently aid or help to increase the availability of critical information to meet the needs of all of our citizens.

BACKGND All tax-supported funding for public libraries is not sufficient to provide quality library services which address our current national concerns of availability, literacy, information preservation and social issues.

The establishment of local public library foundations would provide tax exempt legal entities to accept and oversee gifts and bequests.

The federal inventory tax on books causes publishers to shorten press runs and cease keeping materials in stock, which curtails access to classic and standard titles.

The current postal and carrier rates have hampered library service.

QUESTIONS In what ways could income tax benefits be enhanced for contributions to libraries? For corporations that "adopt" libraries?

If a library foundation or endowment was created for each public library, what benefits could be expected?

How can libraries stock the classics and standard titles when inventory tax penalizes their being kept in print and in stock?

Should all taxpayers be given the opportunity to contribute directly to libraries through a national fund which would supplement, not substitute for, current federal funding?

What kind of problems do current postal and carrier rates impose on services provided by libraries and information centers?

What benefits do citizens derive from subsidized postal rates for libraries and information centers?

SOLUTIONS Congress should enhance tax benefits for corporate donations to foundations on behalf of libraries.

Congress should amend the income tax laws to provide for tax credits for contributions, both cash and in kind, to libraries.

The federal government should allow the establishment of local public library foundations to provide for tax exempt legal entities which can accept and oversee gifts and bequests.

Enact federal legislation to encourage publishers to maintain inventories, expand initial printings, and increase publication of new authors and specialized subjects.

Congress should repeal the inventory tax on books.

Congress should allow for the creation of a tax-check off on federal tax returns, directing a portion of taxes paid to funds earmarked for libraries.

Congress should allow for the creation of a voluntary contribution section on federal tax returns to include donations to funds earmarked for libraries.

Revoke free mailing privileges and special mailing rates.

Continue to provide free mailing privileges and special mailing rates.

NOTES AK01 AR30 AL19 ASCLA CA29 FL02 GU03 GU06 KS27 LA04 MI01 MO19 MT32 NCAI3 NCAI5A NCAI6 NCAI7 NC04 NC10 NC14 NC15 ND07 NM02 NM07 NM21 NM23 NM24 NY51 NYLASL NYLASL02 OR26 PR02 SC07 NY74 NY115 TX26 WV43 WV47

RECOMMENDATION GOV03 SOURCE: PRE CONFERENCE GOVERNANCE COMMITTEE

TITLE IMPACT OF FEDERAL FACILITIES

ISSUE Resources are scarce to compensate for the impact of military and other federal installations on local library systems. and other federal installations.

BACKGND Public libraries in areas where federal facilities are located are experiencing increased demands for services without receiving increased local support. This results in a decreased ability by these public libraries to provide adequate services to all patrons.

QUESTIONS How can local public libraries cope with this increased demand for services with limited resources?

How can expanded resources be obtained in a fair and equitable manner?

SOLUTIONS An impact formula should be adopted by the federal government to support public library services in areas with military and other federal installations.

NOTES NC11

RECOMMENDATION GOV04   SOURCE: PRE CONFERENCE GOVERNANCE COMMITTEE

TITLE   ALLIANCES

ISSUE   Libraries nationally are suffering financially from limited funding received from state and local sources resulting in limited hours, insufficient collections, lack of adequate facilities and staffing problems.

BACKGND   Other than ESEA funds, which have been increasingly restricted to alter school programs, school libraries have no access to federal funding. Library applications for new technologies has grown at a rate far greater than most libraries have the ability to maintain. LSCA pilot projects have demonstrated that joint school public libraries can be successful.

QUESTIONS Can the availability of technology resources be expanded by shared use?

How does a library's location in, or adjacent to, a school affect public library service?

How cost effective do school/public library partnerships prove to be?

SOLUTIONS School and public libraries can benefit from cooperating to establish joint ventures to increase service to all patrons.

Government funding initiatives should provide incentives for study and/or implementation of cooperative efforts.

A requirement of these funding grants should be subsequent reports on results, both positive and negative, of joint ventures.

NOTES   AL03 AL08 ASCLA GU06 MR01 MT33 NM13 NM23 NM34 OR23

RECOMMENDATION GOV05 SOURCE: PRE CONFERENCE GOVERNANCE COMMITTEE

TITLE IMPLEMENTATION OF EXISTING FEDERAL FUNDING LEGISLATION

ISSUE Libraries are funded primarily by the state and by local communities. However; federal funding by the government is an essential component if libraries and information services are to fulfill their central role in the information age.

BACKGND Federal funds for libraries are authorized primarily through the Library Services and Construction Act (LSCA - public libraries); the Higher Education Act (HEA - academic libraries) and the Education Consolidation Improvement Act. Public and academic library resources and services have benefited enormously from this support. It has also helped to fulfill the libraries commitment to free access for all the people.

Federal School funding at the current time has no criteria to allocate resources to school libraries.

Libraries and other information centers have been consistent and major contributors to the nation's productivity and are still the information source of first resort for most of our population. However, many libraries are unable to meet the traditional demands of citizens due to inadequate and outdated collections. In addition libraries should improve the ability of all the people to function in the current information-based society.

QUESTIONS What should citizen expectation be for federal assistance to libraries and information systems?

Should federal support for libraries and information systems be given for specific projects or as broad spectrum block grants?

Is a basic per-capita federal support for libraries and information systems needed, and (if so) what should it be? How should it be funded? And how should it be distributed?

In what ways could guidelines be modified to make grants more accessible to needy libraries? (For instance allowing in kind services to match?)

How should funding for school library media centers be addressed: A title of LSCA for school libraries? A mandated portion of NEA? Earmarked funds from ECIA specifically for school library media center materials?

How should federal funding be prioritized for the following: equipment (including newer technology), materials (print and non-print), services, personnel, and building improvements?

Who should be involved in writing guidelines to accompany funding? Professionals? Trustees? Other constituencies? All of the above?

SOLUTIONS Provide incentives for needs related to economic development information, library staffing, library and information services to special populations, preservation of library and archive materials, and interlibrary co-operation and resource sharing.

Revise LSCA guidelines to permit broad spectrum block grants.

Address a basic level for services and facilities for all types of libraries through minimum per capita support.

Grant-matching requirements should be more flexible to allow inclusion of in-kind sources.

The Department of Education should recognize that the programmatic goals of LSCA have not been met, particularly in Western states and among native and other ethnic populations. Flexibility of LSCA Title IV should be allowed.

Establish categorical funding for school library media programs.

Include programs that benefit faculty, scholars, researchers, and students in federal funding.

LSCA Title I funds should prioritize funds for collection development.

Restructure ESEA to support nationwide resource sharing.

The HEA should give special attention to research, training, telecommunications, networks, new technologies, and acquisitions.

The LSCA should give special attention to construction funds for areas which experience rapid growth in population.

Federal grants should recognize increasing automation needs and inflationary pressures.

Reauthorize the LSCA to support and promote interlibrary cooperation and resource sharing.

Congress should reapportion LSCA funding to provide for the Title II program for physical facilities.

Create funding guidelines involving knowledgeable representative from the concerned.

Library recipients of federal funds should be encouraged to develop effective promotional programs.

National leaders should issue a statement recognizing the importance of libraries in education, adult learning, services to children and in literacy.

NOTES AK01 AL01 AL05 AL06 AL08 AL12 ALA01 ALA03 ALA07 AR03 AR30 ASCLA AZ03 AZ05 CA07 CA09 CA28 CA35 CT03 DE01 FL01 GA01 GU03 GU06 IA13 IA21 ID21 IL06 IN24 IN32 IN34 KS03 KS27 KY01 LA04 ME04 MI01 MN01 MO02 MO06 MR05 MT07 MT24 MT30 NC05 NC10 NCAI3 NCAI4 NCAI5A NCAI7 ND07 NM02 NM07 NM21 NM23 NM24 NM25 NM31 NYLASL02 NY51 NY57 NY61 NY74 NY115 OK13 OK15 OK20 OR09 PA25 PA29 PR02 PR04 SC07 SC08 TN02 TX05 TX15 TX19 WI05 WV44

RECOMMENDATION GOV06 SOURCE: PRE CONFERENCE GOVERNANCE COMMITTEE

TITLE FUNDING: NEW TAXES

ISSUE Funding for public libraries from local, state and federal sources is not adequate.

BACKGND Demand for equal access to new library and information services increases daily and is a significant concern due to the ongoing problems of inadequate funding. Additional sources of public funding have been suggested to help rectify this problem.

QUESTIONS What problems would the library and information lobby face in trying to get legislation enacted for fees from public communications?

How much net profit would be generated by the imposition of a set sales tax on retail book sales?

What effects would a sales tax have on book sales? On readership? On literacy?

SOLUTIONS Authorize the FCC to collect fees from public communications utilities to benefit public libraries.

Create a 1% national sales tax on all books sold at retail with income earmarked for library support.

NOTES 1. AK01 CA21 CA31 MI01 NC10 NJ10 NM07 NM21 NM23 NM24 SC07 TN15